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ABSTRACT

Designed for use as a teaching aid only, this instructional guide provides secondary physical education teachers with a basis and direction for realizing those instructional objectives concerned with the development of motor skills and physical fitness. The content of the bulletin reflects an increased emphasis on individualization and student choice and on new processes leading to greater depth in the comprehension of physical education. Included in the guide are sections on: (1) the basic program and its goals; (2) requirements and guidelines for implementation; (3) evaluation and grading; (4) administration and organization; (5) student orientation; (6) equipment recommendations; (7) needs of adolescents; (8) theory and practice of training and exercise; (9) exercise as it relates to weight control and heart disease; (10) personal development. In addition, specific instructional objectives and assessment measures, including a sequential list of skills based on an assumed level of ability respective to grade level, are provided for 17 core athletic activities and 16 optional activities. Information and diagrams on dimensions of fields and courts are also included. (DS)

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physical education

Instructional Guide
Grades 7 through 12

U.S. DEPARTMENT OF HEALTH,
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MONTGOMERY COUNTY PUBLIC SCHOOLS
ROCKVILLE, MARYLAND

Department of Curriculum and Instruction

SECONDARY PHYSICAL EDUCATION INSTRUCTIONAL GUIDE

Spring 1978

Montgomery County Public Schools
Rockville, Maryland

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Rockville, Maryland

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FOREWORD

The Secondary Physical Education Instructional Guide reflects the curriculum described in the *Program of Studies* of the Montgomery County Public Schools. It is intended to provide secondary physical education teachers with a basis and direction for realizing those instructional objectives concerned with the development of motor skills and physical fitness and with the knowledge and understanding of human movement. The content of this bulletin reflects an increased emphasis on individualization and student choice, and on new processes leading to greater depth in the comprehension of physical education.

This instructional guide has been designed to be used only as a teaching aid. Information based on the characteristics and needs of secondary-age students has been included to help teachers provide a program best suited to the needs of their students. Modification of activities may be necessary to meet program needs of individual school situations.

Instructional units provide a sequential list of skills based on an assumed level of ability respective to a specific grade level. However, the grade level recommendations should not be considered as hard and fast; they may be changed by the teacher to best fit the specific program and student needs.

Also included in this instructional guide is information pertaining to administration and organization procedures unique to the physical education program, and a section relating specifically to fitness as it applies to the entire program.

PREFACE

Physical Education and Title IX

In 1972, the Department of Health, Education and Welfare passed the regulation Title IX. Briefly, Title IX prohibits discrimination on the basis of sex in all educational institutions receiving federal funds. Because of its traditional sex-segregated classes, physical education became a focal point of examination surpassed only by interscholastic athletics.

Educational institutions receiving federal funds have until July 1978 to reach full compliance at the secondary level. To date there are many interpretations as to what constitutes full compliance. Basically the law states that instruction in physical education must be coeducational except in specified contact sports — rugby, wrestling, football, ice hockey, boxing.

More recently the American Medical Association has suggested two classifications of sports — collision sports (including football, rugby, hockey, and lacrosse) and contact sports (including baseball, basketball, soccer, and wrestling).

As Montgomery County Public Schools awaits more specific classification, the safety of all students must continue to be a prime concern.

The MCPS Department of Curriculum and Instruction vigorously supports full compliance of Title IX. All students — including special education students — should have equal access to instruction, facilities, and equipment. Special education programs should provide varied and vigorous coeducational activities for their students.

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OVERVIEW OF THE PHYSICAL EDUCATION PROGRAM

Instructional programs in physical education are based on the play and movement behavior of youth during their school years. The essential focus of the field is on helping children to develop motor abilities which permit them to respond and act in effective and satisfying ways.

Of initial importance in the primary grades is the learning of basic motor patterns and perceptual motor skills, some of which appear to have an effect upon academic progress. The development of a positive self-concept is encouraged as the teacher seeks evidence of individual progress and designs the program so that all children have opportunities to be successful.

Physical education is both a means and an end. It is a means in that it provides a medium of achieving optimum growth and development of the child. Instructional situations should provide students with opportunities to learn and practice desirable social behavior. Both the process of skill acquisition and the ultimate level of achievement should serve as a source of enjoyment and challenge for the learner. It is an end in itself because the benefits of activity are both pertinent and necessary to every age group.

Good health and physical fitness are vital to today's living. Physical education contributes to the development of both in an individual. A major emphasis of the physical education program is to encourage involvement in physical activity throughout life. More people have leisure time today than ever before. Physical education points out wholesome ways for persons to use these leisure hours with satisfaction and enjoyment. In this regard, an attempt is made through the physical education program to establish a foundation for participation by studying such matters as the relation of exercise and physical fitness to weight control and heart disease.

The goals of the MCPS physical education program are to help the student:

Develop and maintain appropriate levels of physical fitness

Acquire safety skills and habits

Acquire a variety of general movement patterns and specific motor skills which lead to mastery and enjoyment of physical activity

Develop skills in a variety of sport and recreational activities, which may be enjoyed throughout life

Realize the value of exercise for organic health and maintenance

Understand the principles involved in effective movement

Develop desirable social behaviors and ethical concepts

Develop desirable attitudes to cope with stress and emotions through competitive activities

Appreciate the strengths and accept the limitations of himself/herself and of others and assume supportive or leadership roles as the situation may dictate

Evaluate the various forms of exercise and sport on the basis of his/her personal and cultural values

GENERAL INFORMATION K-12

All elementary school children should be participating in a daily program of planned and directed physical education activities. Incorporated in these activities are the teaching of skills, techniques, attitudes, and understanding. The program is planned around the comprehension and specified objectives of elementary school physical education and should be carried out by the classroom teacher under the supervision of a physical education specialist. The program is keyed to the MCPS instructional guides for elementary physical education available to all professional personnel.

As children grow and develop, their capacities and needs change. Consequently, the percentage of time devoted to the various types of activities in the physical education program varies from grade to grade. The minimum daily instructional period is 30 minutes in length, with actual class time devoted to the needs of the students.

Participation in physical education is required in Grades 7 and 8, where it is scheduled for a minimum of 200 minutes per week. The curriculum in these grades gives attention to the diversity of physical development and social maturity among students. The adolescent needs the opportunities for self-identification, for assuming personal responsibility, and for taking individual initiative — all of which a properly conducted program of physical education should provide.

The emphasis of physical education in Grades 7 and 8 is on acquiring a strong skill base in a variety of developmental and team activities upon which students can build more complex patterns of movement. Developmental activities are those that stress the development of strength, endurance, cardiovascular efficiency, balance, speed, and agility and, in general, that improve physical fitness. Team sports give the challenge of competition while providing the opportunity to develop teamwork, sportsmanship, cooperation, decision making, and leadership.

In Grade 9, one credit of physical education is currently required by MCPS for high school graduation. This credit is earned in a course consisting of not less than 225 minutes per week. In addition, in Grades 10, 11, and 12, the equivalent of two periods per week of physical activity is required each year by the State of Maryland. (See policy statements on **page 7.**) Students may fulfill this activity requirement through electing a physical education course which meets every day for a semester, a course which meets two days per week for the year, two nine-week courses which meet every day, or through non-credit options. Examples of these options are participation in a varsity sport each semester, in an intramural program which meets two days a week for the year, or in an approved out-of-school instructional program with the minimum activity time equal to at least two hours per week throughout the school year.

In Grades 10, 11, and 12, an increasing emphasis is placed on the concept of regular physical exercise, especially activities with a carry-over value for the adult years. Such "lifetime" sports are placed in the category of individual and dual activities and provide the skills for making worthy use of the increasing amount of leisure time our society affords most adults. During the senior high physical activity program, team sports are highly organized. Efforts are made to individualize the physical education credit program through all available means, including student choice of activities. Other options provide flexibility for the students in the approved non-credit activity programs and the contractual arrangements between student and teacher.

Student participation in intramural games and sports is encouraged in Grades 7-12 in an effort to meet more completely the needs for full and vigorous group and individual competition. The opportunities to train and compete under qualified supervision should be available to all students in a variety of activities each season of the year. These activities vary in the degree of competitiveness and provide both team and individual experiences.

DESCRIPTION OF SECONDARY PROGRAM

Grade 7
7601

In Grade 7, students are offered units in gymnastics, wrestling, circuit training, track and field, and physical fitness testing. They also participate in various organized team games such a soccer, flag or touch football, basketball, field hockey, volleyball, and softball.

Grade 8
7602

In Grade 8, all students receive continued instruction and experiences to develop skills and knowledge associated with the units of Grade 7. When possible, an effort is made to enrich the program by offering additional activities such as archery, golf, badminton, dance, and tennis.

By the end of Grade 8, the student should be able to:

- demonstrate beginning skills in team, individual, dual, and developmental activities
- combine a basic knowledge of rules and strategy in contributing to team play
- know and practice the rules of safety in all activities in which he/she participates
- consistently exhibit the qualities of good sportsmanship
- participate in a variety of co-educational activities
- recognize an improvement in individual fitness

Physical Education I — Grade 9	**Required**	
7700	1 year	1 credit
7720	1st semester	½ credit
7721	2nd semester	½ credit

In Physical Education I (Grade 9), the course will include opportunity for a degree of student choice from a variety of individual, dual, and team sports and developmental activities. Also, students will be guided in the identification and improvement of their individual physical fitness levels.

By the end of Physical Education I, the student should be able to:

- demonstrate intermediate skills in team, individual, dual, and developmental activities
- begin making choices of physical education activities most enjoyable and personally satisfying and participate in these
- participate with confidence in several coeducational activities
- develop a personal physical fitness program and individual assessment measures

Physical Education II — Grades 10, 11, 12

7701	1 year	1 credit
7702	1st semester	½ credit
7722	2nd semester	½ credit

Physical Education III — Grades 11, 12

7703	1 year	1 credit
7704	1st semester	½ credit
7724	2nd semester	½ credit

Physical Education IV — Grade 12

7705	1 year	1 credit
7706	1st semester	½ credit
7726	2nd semester	½ credit

Students receive continued instruction in the development of skills associated with the activities of Physical Education I. Greater emphasis is placed on the advanced techniques of both team and individual sports.

Students may choose any course in physical education as an elective to acquire credit toward graduation. The course will continue to be structured, although there will be more options available.

Physical education is a developmental program which requires skill classification in regard to physical and psychomotor development. It is generally advised that assignment to physical education be made according to grade level in order to best facilitate skill and size classification. However, it is recognized that in most schools it is difficult to have coeducational and team teaching without mixing grade levels. In these instances, ability grouping takes place within each class. (On the student's record, the first year of physical education is recorded as PE I; the second year, PE II, etc.)

Students may participate in a variety of these activities within a semester or may concentrate on a single area. Three activities commonly taught as full semester courses are gymnastics, modern dance, and lifetime sports.

By the end of Physical Education II, III, and IV, the student should be able to:

- perform intermediate and advanced skills in several team, developmental, individual, and dual activities
- exhibit a thorough knowledge of the rules and strategies in most sports in which he/she has participated
- show responsibility for the safe participation of all persons involved during an activity
- continue to choose the physical education activities most enjoyable and satisfying to him/her, and participate accordingly
- enjoy participation in appropriate coeducational activities both in class and in leisure time
- value and use exercise for the maintenance of organized health and physical fitness

Other more specialized courses are:

Officiating — Grades 10, 11, 12
7712 1 semester ½ credit

Interested students are prepared for officiating competitive sports. Students receive instruction in techniques of sports officiating, gain practical experience in officiating, and learn the official rules governing the various sports. Guest speakers from the local officiating organizations will provide expertise in their particular sports.

By the end of Officiating, the student should be able to:

- pass written and practical tests in the sports studied
- officiate sports contests

Recreational Leadership — Grades 10, 11, 12
7714 1 semester ½ credit

Those students who have an interest in one of more recreational activities will find in this course an introduction to all major areas of recreation, including camping, swimming, public programs and playgrounds, and industrial recreation programs. Training will be provided in working with different age groups. The course is designed to promote interest in and knowledge of different areas of recreational leadership and related opportunities available for part-time and summer employment. Students will participate in and study a wide variety of recreational activities; learn to prepare activity plans for different age groups; participate in a practicum outside of class; and compile and organize recreation activity materials and resources in a usable file.

By the end of Recreational Leadership, the student should be able to:

- understand the functions, duties, qualities, and techniques of the recreational leader
- be acquainted with a variety of organized recreational activities
- plan and conduct program activities

Physical Activity Requirement Program — Grades 10, 11, 12
7715 (No Credit)

If a student chooses not to take Physical Education II in order to fulfill the state requirement (see next page), the student may elect to participate in an interschool or intraschool activity, physical activity contract, or an out-of-school activity. Fulfillment of the physical activity requirement will be determined by satisfactory participation in an approved program within the established guidelines of the state and local school systems. Physical activity programs provide students with a great deal of flexibility in satisfying the state graduation requirement. The following are policies and guidelines to be followed in fulfillment of this requirement.

I. MARYLAND STATE DEPARTMENT OF EDUCATION, GRADUATION REQUIREMENTS FOR PUBLIC HIGH SCHOOLS IN MARYLAND, NOVEMBER 1974

"A physical activity program is required for all students during each year of high school. The local school system may provide for the fulfillment of this physical activity requirement by offering physical education courses for elective credit and/or by offering students non-credit programs developed, approved, supervised, and evaluated in accordance with guidelines established by the local school system. . . ."

II. MONTGOMERY COUNTY PUBLIC SCHOOLS, REGULATION 310-3, MARCH 1976

Physical Activity

"Physical activity programs are those which assist students in maintaining or enhancing physical fitness by improving cardiovascular-pulmonary efficiency and by improving muscular strength, flexibility, endurance, and coordination."

Physical Education and Physical Activity Requirements

A student is required to take a physical education course for one credit in Grade 9. A student who does not meet this requirement in Grade 9 must earn the credit sometime prior to graduation, except in instances when the student's health, as certified by a physician, would be adversely affected.

A physical activity program is required each year.

Provided the program meets the state time stipulations (two periods per week), the following ways of fulfilling the annual physical activity requirement and earning elective physical education credit may be made available by the school:

A. Enrollment and satisfactory participation in a physical education class which meets every day for one semester, or enrollment and satisfactory participation in a physical education class which meets two periods per week for a school year, or enrollment and satisfactory participation in two nine-week courses which meet five days per week

B. Successful completion of a summer physical education course conducted by MCPS, for which the student will earn one-half elective physical education credit and will meet one semester's physical activity requirement (This may be either original or review credit.)

The following means of fulfilling the physical activity requirement may be made available by the school to students not desiring to earn credit:

A. Participation in a varsity or junior varsity sport for a minimum of nine weeks fulfills the activity requirement for one semester. The winter sports which overlap both semesters may be applied to either semester.

B. Participation in the intramurals program the equivalent of two days a week for the year will fulfill the annual requirement.

C. The student may successfully complete a physical activity program conducted by an outside agency whose programs have been approved by MCPS. The outside agency must verify to the school that the student has completed the approved course or program and that the approved course or program meets stipulated time requirements.

D. The student may participate in majorettes, pompons, and cheerleaders, provided the activity is adequately supervised and meets the state time stipulation.

E. The student may satisfactorily participate in and complete an out-of-class program which meets the state time stipulation and the criteria outlined in III. 4. below.

F. The student may satisfactorily participate in school-sponsored groups or clubs which meet the state time stipulation and the instructional requirements.

III. GUIDELINES FOR IMPLEMENTATION OF THE PHYSICAL ACTIVITY REQUIREMENT

A. Administrative Procedures Governing Physical Activities

To obtain approval for participation in a physical activity program, the student must submit MCPS Form 345-24, Request for Approval of Physical Activity Program, prior to enrollment in the program. Students enrolled in an Outside Agency Program will submit MCPS Form 345-26. Students enrolled in an elective credit physical education course do not submit either of these forms.

Report cards will be marked at the end of each grading period. Students in physical education will receive a letter grade. Students in a physical activity program will be marked S (Satisfactory), U (Unsatisfactory), or I (Incomplete). The incomplete grade is to be used for students in an outside agency program which has not finished by the end of the interim grading period. This will indicate that the student is continuing to participate. At the end of the semester, the student will receive a satisfactory or unsatisfactory mark.

1. Physical Education

At the end of each grading period, physical education teachers will prepare a list of students who are fulfilling the physical activity requirement through a physical education elective course.

2. Intramurals

At the end of each grading period, intramural directors will prepare a roster of students who are fulfilling the physical activity requirement through the intramural program.

3. Athletics and Related Activities

At the end of each grading period, the coach or sponsor will prepare a roster of students who are fulfilling the physical activity requirement through athletics and related activities.

4. Physical Activity Contract Program

A physical activity contract program must meet the following criteria and time requirements:

- The program must be instructional in purpose.
- The student must be enrolled in the program the equivalent of two hours twice a week.

- The program must be contracted for with a physical education teacher and must include agreed-upon objectives and evaluative procedures. The activity may be in association with a non-physical education faculty member, but the contract is made with the physical education teacher. The student will be carried on the regular class rolls of the contracting teacher, who will be responsible for periodic progress reports.

5. Outside Agency Program

At the end of each grading period, students fulfilling the physical activity requirement through participation in an outside agency program will submit verification of satisfactory participation. This verification must be signed by the person responsible for the instruction at the agency and must be returned to the principal by the student.

6. Cooperative Education

Physical activity for cooperative education students will be determined by the cooperative education teacher in consultation with the principal. Because of the uniqueness of the various cooperative education programs, the fulfillment of the physical activity requirement will be made on an individual school basis.

7. Early Graduation

Students in the early graduation program shall be considered to have fulfilled the physical activity requirement when they are no longer required to attend school.

8. Dropouts from Physical Activity Program

A student who drops out of a physical activity program must take the initiative to enter another program to fulfill the requirement. The physical education staff will determine what portion of the physical activity requirement has been fulfilled.

9. Fulfillment of Requirement for Graduation

A student who has not fulfilled the physical activity requirement in each of the three high school years will not be considered to have fulfilled requirements for graduation.

B. Procedures for Approving Outside Agency Programs

Request for approval of a program by an outside agency must be submitted by the agency on MCPS Form 345-27 to the coordinators of physical education. An MCPS physical activity committee will approve or disapprove requests, on the basis of criteria developed to determine that such programs satisfactorily meet the physical activity requirements; e.g., time, nature of activities, adequate instruction, and supervision.

Individual students, schools, or area offices may recommend outside agency programs; but approval must come from the physical activity committee.

The committee, appointed by the superintendent of schools, will be comprised of secondary physical education teachers and the coordinators of physical education. They will evaluate the requests for approval on the basis of the following criteria:

1. May have designation of school, academy, camp, club, organization, or agency
2. Must be licensed or approved by responsible governing body
3. Must have been in operation for at least one year
4. Must have staff adequately trained to instruct the particular activity
5. Must have facility and equipment adequate to the conduct of the activity

Applications for approval must be renewed annually.

An agency denied approval by the committee may appeal the decision to the associate superintendent for instructional services.

As agencies are approved, notification will be sent to high school principals.

To obtain approval for participation in an outside agency program, the student must submit MCPS Form 345-26 to the school. The form must be signed by the student, the student's parent/guardian if the student is not of the age of majority, and agency representative.

The student's parent/guardian or the student, if the student is of the age of majority, will be responsible for the cost or tuition of the program and for providing transportation to and from the program. Montgomery County Public Schools is not responsible for accidents which may occur during the outside activity or during transportation to or from the program.

CHARACTERISTICS OF A REASONABLE SECONDARY PHYSICAL EDUCATION INSTRUCTIONAL PROGRAM

I. PROGRAM OF STUDIES AND INSTRUCTIONAL GUIDES

A. Each teacher has the appropriate copy of the MCPS *Program of Studies* and appropriate instructional guides.

B. A complete set of the *Program of Studies* is available in the school media center.

C. The *Program of Studies* was presented in the school as the county curriculum and the legal basis for instruction. Teachers participated in a formal orientation to its purpose and use.

D. There is evidence that instruction is based on goals and instructional objectives given in the *Program of Studies* and the instructional guides.

E. The principals and teachers use the *Program of Studies* and the instructional guides to interpret instructional purposes and activities to parents/guardians and the community.

II. PERFORMANCE (TEACHER-LEVEL) OBJECTIVES

A. Performance objectives are regularly presented to students as the basis for instruction.

B. Performance objectives are stated in language which students can easily understand.

C. Students have a chance to develop and modify performance objectives.

D. Each department has a copy of the *Secondary Physical Education Instructional Guide*.

E. Each school has two copies of the *Secondary Physical Education Performance Objectives Bank* (Bulletin No. 274).

III. INTERPERSONAL RELATIONSHIPS

A. Teaching reflects sound application of principles of learning and of child and adolescent growth.

B. Teachers appropriately respond to and support student behavior, establishing expectations and limits to student behavior.

C. Students behave appropriately toward one another and exercise their rights and responsibilities constructively. Proper spectator and participant sportsmanship is reinforced and encouraged.

IV. INSTRUCTION

A. Facilities meet minimum requirements and standards. Students and teachers have adequate space for the implementation of safe program activities.

B. Instructional activities (e.g., selecting teaching methods, learning activities, and instructional materials; monitoring pupil progress; counseling students) are often based on suggestions given in MCPS instructional guides and are clearly related to MCPS instructional objectives.

C. Attention to motivation, reinforcement, and transfer of learning is present in classroom learning experiences.

D. Lessons demonstrate a logical progression of activities. Skill classifications are utilized.

E. Teachers use instructional equipment, time, the school facility, and other learning resources appropriately.

F. Evaluating and reporting pupil progress are based upon procedures described in MCPS policy.

G. The use of all instructional variables (method, materials, equipment, facility, and time) seems to have a positive effect on learning.

H. Instruction should include individual, dual, and team sports. Rhythmic and developmental activities should also be offered.

I. Instruction in non-contact sports should be coeducational.

J. Instruction at the higher grades should allow for some student selection of activities.

V. PROGRAM EVALUATION

A. The principal and the teachers use a variety of data including test scores to evaluate the instructional program.

B. The evaluative data gathered by principals and teachers provide a basis for improving the instructional program.

OBJECTIVES OF PHYSICAL EDUCATION

The goals of education for Montgomery County Public Schools are set forth in a statement of public policy to guide the school system in developing, implementing, and improving educational programs for its students. The goal of physical development is stated as follows:

> "Each person matures physically at a different rate and possesses different capabilities. The school has the obligation to help each student:
>
> - Understand the biological functioning of his[/her] body
> - Make the best both of physical talents and limitations
> - Develop good health habits, skills, and interests to maintain his[/her] body in optimum condition throughout his[/her] lifetime."

To promote attainment of this goal, the physical education program will endeavor to accomplish the following instructional objectives:

1. The Student Will Attain an Appropriate Level of Physical Fitness.

   The fulfillment of this objective requires the student to develop and maintain a level of physical fitness appropriate to his/her age and/or grade level and health status. Physical fitness refers to the level of efficiency of the muscular, circulatory, and respiratory systems.

2. The Student Will Demonstrate a Positive Attitude Toward Physical Activity.

   The fulfillment of this objective requires the student to support physical activity programs and to participate regularly in a variety of physical activities.

3. The Student Will Acquire Knowledge and Understanding that Facilitate Participation in a Variety of Physical Activities.

   The fulfillment of this objective requires the student to demonstrate a knowledge of the vocabulary, rules, and strategies of a variety of physical activities as well as concepts and principles relating to physical performances.

4. The Student Will Develop Basic Skills Relating to a Variety of Physical Activities.

   The fulfillment of this objective requires the student to demonstrate proficiency in basic movement patterns and fundamental skills necessary to participate in a variety of physical activities.

5. The Student Will Demonstrate Positive Social and Emotional Behavior.

   The fulfillment of this objective requires the student to adapt in a positive manner to social and emotional demands relevant to participation in physical activities. This would include self- and group adjustment through the realization of individual abilities and capacities essential to the welfare of self and others.

6. The Student Will Understand How Participation in Physical Activities Contributes to Healthful Living.

The fulfillment of this objective requires the student to demonstrate a knowledge of the relationship between physical activity and the development of physical, mental, and emotional health. Safety practices learned through participation in various physical activities should be reflected in day-to-day living situations.

7. The Student Will Value Activity as a Means of Self-Realization and Fulfillment.

The fulfillment of this objective enables the student to gain personal enjoyment and satisfaction from participating in and observing physical activity. Development of this attitude focuses on opportunities to be creative and expressive through physical activity and encourages artistic and aesthetic satisfaction through movement.

CAREER EDUCATION IN PHYSICAL EDUCATION

Physical educators have a unique opportunity and responsibility in the area of career education. Leisure time occupations and their related support services are among the most rapidly growing vocations in the United States. As more and more adults are employed in sedentary jobs, the need for some amount of regular physical activity becomes increasingly important. Likewise, as people have increased leisure time, they have an expanding need for opportunities to utilize this time wisely.

Career education is not really new; it is based upon some concepts of career development, counseling, and learning that have been around for a long time. What is new is drawing these concepts together in a coordinated program effort, as well as making career education a priority in schools.

If all students are to gain self- and career awareness, to have opportunities to explore different occupations, and to gain decision making and job seeking skills, total staff commitment is required. All teachers have an instructional responsibility for career education by blending (or refocusing) career education objectives, as stated in the *Program of Studies,* into their own discipline where appropriate. Through resource people, field trips, and a variety of actual experiences, teachers help students become aware of many kinds of work and workers. Self-awareness and exposure to occupations in the community begin to set the stage for future decisions about school programs and career directions.

Emphasis should be placed on breaking down sex- and minority-role stereotyping and in developing appropriate work and recreation habits, including a sense of responsibility.

MONTGOMERY COUNTY PUBLIC SCHOOLS

Our school system has established career development as one of the six goals of education.

The career development goal states:

> "Productive and satisfying work enriches [people's lives]; and with increasing amounts of leisure time, many people will use various occupational skills for avocational purposes as well. The school must help each student gain:
>
> - knowledge and appreciation of the wide variety and interrelationships of occupations in modern society
> - opportunities to explore potential occupations in relation to personal aptitudes and interests, unrestricted by stereotypes of sex, race, or socio-economic level
> - the knowledge, skills, and abilities that enable him [/ her] to secure satisfying employment, embark upon further training and education in a chosen career field, and adapt occupational talents to changing job demands and opportunities"

AMERICAN ALLIANCE FOR HEALTH, PHYSICAL EDUCATION, AND RECREATION

AAHPER presented a *Call for Action* for career education in March 1977:

> Recently, the Department of Labor released statistics that may surprise you. Did you know, for example, that
>
> - 65% of the products manufactured in the 1970's have yet to be developed?
> - 75% of those products that will be manufactured by 1985 have yet to be developed?
> - two-thirds of the jobs that will exist by 2000 do not exist now?
> - by 1980, only 17% of the jobs in existence will require a college degree?
> - out of that 17% of the populace that now graduates from college, 39% will be unable to find jobs in their selected fields?
> - 90% of the teaching positions needed in 1981 are identified *now*
>
> These projected statistics have significant implications for those in health, physical education, and recreation. As products change, so, too, will jobs. As job requirements change, so, too, will educational needs. As job opportunities change, so, too, will individuals have to adapt themselves to remain useful.
>
> Career education is one way of making our fields responsive to the rapid changes taking place in our society. The United States Office of Education defines career education as 'the totality of experiences through which one learns about and prepares to engage in work as part of her or his way of living.' The two basic goals of career education are 'to help all individuals understand and capitalize on the increasingly complex and changing relationships between education and work and to make work become a more personally meaningful part of the total lifestyle of all individuals.'
>
> **Numerous conditions in our society suggest that the American Alliance for Health, Physical Education, and Recreation should adopt career education as a major program thrust. Due to the sedentary life style associated with so many occupations, increasing numbers are or will be looking to our related fields for leadership in the maintenance of good health and fitness. The emphasis of 'society' on sport and athletics coupled with greater interest in leisure time mean that ours are open, growing fields. Therefore, students interested in movement-related endeavors need not be discouraged because many traditionally-recognized jobs are in declining demand. These same conditions also suggest that we need to refocus our efforts to incorporate career education into our Alliance activities.**

LOCAL SCHOOL

Each school is encouraged to develop a career education program for its students. Currently, courses are being taught in sports officiating, recreational leadership, life-saving, and athletic training. Some student intern programs exist in related fields. These opportunities should not be considered as all-inclusive.

A myriad of part-time and full-time occupations are open to the student who has an interest in physical education and related fields. The age level and interest areas of students will determine which direction should be taken by each teacher.

INSTRUCTIONAL OBJECTIVES

Several instructional objectives for physical education are extremely important for students. Special emphasis should be given by the physical education teacher to help the student:

- appreciate his/her strengths and accept his/her own limitations
- appreciate the strengths and limitations of others
- develop desirable ethical concepts; for example, honesty
- develop desirable social behaviors; for example, consideration for the feelings of others
- develop desirable attitudes to cope with stress and emotion through competitive activities; examples are withholding profanity and exhibiting self-control
- assume supportive or leadership roles as the situation may dictate

Pursuit of these objectives will be incorporated into every class period. They can be taught simply by verbalization, but often are more effectively taught through *teachable moments* which generally occur during participation in a sports activity. The physical education teacher should take advantage of informal opportunities to talk with students on a one-to-one basis and with small groups where teaching of these goals can be accomplished most effectively.

EVALUATION AND GRADING

Assessment of student progress involves both measurement and evaluation and demands careful planning by the teacher and clear understanding by the student. Evaluation is the process of making judgments about the results of measuring the meeting of course objectives. Measurement of physical education is the process of assigning a value to some capacity of the student. Instructional efforts in physical education must be designed to provide opportunities for students to work toward clearly defined objectives. Effective evaluation can produce the following outcomes:

1. An increase in student motivation
2. An increase in student understanding/awareness of self and the value of continuing a program of physical activity
3. The self-realization of his/her ability and achievement
4. Awareness of influence of sports strategies on learning
5. An indication of potential performance levels

Teachers must measure where measurement can be made and appraise and judge where measurement cannot be made. Judgment affects others and can have far-reaching implications; diligent efforts should be made to make objective rather than subjective decisions.

Evaluative techniques available to teachers include:

1. Objective tools and techniques
    - a) Sport skill tests
    - b) Knowledge tests
    - c) Physical fitness tests
    - d) Motor ability tests
2. Subjective tools and techniques
    - a) Rating forms
    - b) Anecdotal records
    - c) Check lists
    - d) Teacher-pupil evaluations

In using these evaluative techniques, some considerations are indicated.

1. Incorporate both objective and subjective tools in testing.
2. Select tests which are appropriate to the particular testing task.
3. Acquaint students with the test and its purpose.
4. Select tests which will measure factors given major emphasis in the unit of instruction.
5. Testing should represent an effective use of instructional time.
6. Student motivation may be affected by too much testing.
7. Short time allotments for some units may preclude the use of skill tests.
8. Use and interpretation of skill tests requires the teacher's best judgment and consideration of the following points:
    - a) Administer skill test at the beginning and at the end of the unit when measuring progress.
    - b) Rate of improvement is generally greater for those beginning at a low level of skill; therefore, it is important to consider the beginning skill level of a pupil before making a value judgment of recorded improvement.
    - c) Changes occurring between the first and second test administered are not necessarily a true indication of improvement.
9. Rules for good test construction must be followed when constructing a written test.
10. Test materials issued to pupils should be readable, well organized, and grammatically correct.

The physical education department, as well as other departments of the school, must follow the established grading pattern of the school system. Conformity to general practice will provide the department with a secure basis upon which to establish a framework appropriate to the specific needs of physical education. To operate as an entity apart from the rest of the educational structure is an unsound practice for the program.

In order that grades assigned reflect the achievement of performance objectives, the evaluating tools used must be directly related to stated objectives.

A high percentage of objectives should be assigned to motor skill improvement; however, other areas should receive weighting appropriate to this emphasis. This will insure that the attainment of physical skills is not the sole objective of physical education and will not be treated as such in the grading process.

In Grades 7 and 8, evaluation is based on evidence of attainment of instructional and performance objectives assigned the student. This allows the instructor to consider individual differences of students in assigning objectives.

In Grades 9-12, evaluation is based on evidence of attainment of instructional and performance objectives for the *subject*. This limits the instructor in terms of grading performance; however, the latitude of options open to senior high school students is usually greater than that of junior high school students. Hopefully, these options would permit a student to choose courses which would allow a greater probability of successful achievement.

Students in Grades 10-12 may elect to receive credit grades or no credit grades. The following guidelines govern this option:

1. The decision to have evaluations reported on a *credit/no credit* basis must be made by the student with parental consent during the first three weeks of the course. This decision is to be considered final as of the last day of the first grading period for the course.
2. The *cr/ncr* will be entered on both the student report form and the cumulative record form.
3. The minimum standard for a *cr* grade will be achievement at the same level as for earning credit in any other course.
4. A student may have one *credit/no credit* option in Grade 9, one in Grade 10, two in Grade 11, and three in Grade 12.
5. Credits earned on a *credit/no credit* basis will not be included in computing grade point averages for determining class rank.
6. A student who receives approval for this option is required to meet all attendance and academic requirements for the course.
7. To comply with provision 3 above, the teacher will maintain the letter grade equivalent to the *credit/no credit* in the classroom grade book which will be filed with the principal at the close of the school year as part of the final clearance. The grade book will be securely maintained for future reference in the event a *credit/no credit* grade must be substantiated or a student's record must be checked and evaluated by the principal in terms of requirements for graduation. The grade book shall be considered the official record of the letter grade equivalent to the *credit/no credit* option.

Some additional considerations relating to the assignment of grades:

1. Unit objectives will be posted for each unit for the student to read.
2. Skill improvement is a relative factor and difficult to interpret. The gain will be less marked for those students who begin the unit with a higher level of skill and more obvious for those who start at a lower level.

3. The grade assigned to 7th and 8th grade students should be indicative of performance in relationship to objectives, not in relationship to other students.

4. Students should be informed of general grading procedures at the beginning of the year and of specific details at the beginning of each unit.

5. All members of the physical education department should follow the established framework for grading.

6. Letter grades are not to be adjusted by personality factors, social achievement, or deportment. Such criteria as attention in class, submitting assigned work on time, and other work-study habits are considered only as they are germane to the achievement of defined course objectives.

ADMINISTRATION AND ORGANIZATION

ORGANIZATION AND MANAGEMENT OF CLASSES

I. Attendance and Roll Taking

A. Methods of taking roll

1. Roll call (alphabetical)
2. Number call
3. Squad call
4. Roll during instructional activity

B. Absence and tardiness procedures should adhere to individual school policy.

C. Excuses

1. Permanent medical:

If a student is supposed to be excused from a program of physical education because of some disability, a physician's statement shall be required.

2. Temporary medical:

a) If a student wishes to be excused from a physical education program for a brief period because of illness, the teacher will excuse the pupil for three consecutive days. After the third day, a note from the parents/guardians shall be necessary.

b) If a pupil is supposed to be excused from a physical education program for a period longer than five days because of illness or injury, a note from a physician shall be required.

c) Credit/partial credit because of medical excuses:

It is recommended that partial credit be given a ninth grade student when illness or injury causes absence from physical education classes for a period longer than five consecutive days. A student who demonstrates satisfactory performance for 75 percent of each 12-week requirement may receive ¼ credit.

D. Rollbook organization

1. Key for symbols used to indicate attendance, tardiness, excuses, and dress
2. Squad identification, if applicable
3. Indication of medical limitations
4. Locker assignment
5. Grades

II. Discipline — Suggested Procedure

A. Hold individual student conference.

B. Contact parents/guardians by telephone or through personal conference.

C. Hold conference with counselor and student.

D. Make referral to appropriate administrator.

III. Locker Assignment

A. Announce individual department procedures.

B. Teachers will be present in the locker room during dressing and showering.

C. Locker room procedures will be explained to students.

IV. Showers

Showering as part of physical education classes — Board Resolution 505-3.

> "Be it resolved, the Board of Education approve of and urge showering after physical education classes in the Montgomery County Public Schools, but that such showering be optional for the student on the following basis:
>
> A. Any student wishing to be excused from showering either for the entire school year or for short periods during the school year because of a cold or any other personal reason shall be excused on receipt of a note from home so requesting.
>
> B. Any student wishing, for personal reasons, to be excused from showering during any one physical education class period shall be excused with no note from home being requested.
>
> C. Any girl wishing to use an individual shower may do so at her option.
>
> D. Students excused from showering or girls using individual rather than group showers will not be penalized or pressured in any manner by teachers. An excuse from showering or the use of individual showers will not be reflected in the student's physical education grade."

V. Grouping

Classification of students according to specific characteristics is often used to increase learning and to facilitate teaching. It provides greater opportunity for individualized experience through which the student may achieve goals otherwise unrealistic.

While most programs at present classify students simply by sex and grade level, it is recommended that other factors be considered. Homogeneous grouping on the basis of ability equalizes instructional activities within the class. When grouping without regard to ability, instruction must be appropriate for the various levels of ability. The means of measuring and evaluating ability should be selected according to the specific activity program. For activities of short duration, tests measuring general motor ability are more appropriate; for activities of long duration, use measures of specific skills. When grouping by ability is neither desirable nor feasible, experience or interest could be the criteria.

VI. Student Involvement

Refer to MCPS Policy on Student Involvement.

ADDITIONAL ADMINISTRATIVE PROCEDURES

1. All students shall be required to have a complete change of clothing to participate in the program of physical education. A uniform is recommended.

2. Proper footwear should be worn at all times.

   a) Students shall not perform barefoot in any activities other than Gymnastics, Modern Dance, and Wrestling.

   b) Students shall not perform in stocking feet in any activity other than Trampolining.

3. Students shall not perform while they are wearing eyeglasses unless said glasses are protected by a glasses' guard.

   NOTE: If a student wears glasses of an "all plastic" composition, and if there is a written request from the parent/guardian that a glasses' guard is not desired, and such request is on file in the school, said student may participate without the guard. The same shall be true for contact lenses.

4. The teacher is the final judge as to whether it is too cold to participate in an outdoor program of physical education. Students shall be properly clothed when participating in outdoor physical education activities.

ORIENTATION PROGRAM

Standards and procedures which are unique to the physical education program must be made known to each student at the beginning of each course and each unit. School and county policies need to be interpreted in meaningful terms which will enable students to understand underlying reasons for specific regulations concerning physical education.

Instruction should be planned at the beginning of each course and unit to cover the following:

A. Uniform
   1. Reason for a uniform
   2. Type and color
   3. Purchasing
   4. Identification marks
   5. Care and cleaning

B. Locks and lockers
   1. Assignment
   2. Use and care
   3. Organization and bookkeeping
   4. Cost of lost locks

C. Class procedures
   1. Attendance
   2. Tardiness
   3. Excuses
   4. Class organization
   5. Time allotment
   6. Use and care of facilities and equipment

D. Showers
   1. Reasons for showers
   2. Towel service (cost)
   3. Procedures for showering and drying

E. Emergency procedures
   1. Accidents
   2. Fire Drill
   3. School Emergency Plan

F. Safety
   1. Outdoors
   2. Gymnasium
   3. Activities room
   4. Locker room
   5. Shower room

SAMPLE ORIENTATION LETTER

_________________ High School

Department of Physical Education

Dear Parent/Guardian:

This bulletin has been prepared for the purpose of acquainting pupils and parents with the policies and regulations unique to the physical education program. We hope this information will enable your son/daughter to have an enjoyable and profitable experience in physical education.

POLICIES AND REGULATIONS

1. Uniforms

In the interest of health, appearance, safety, freedom of movement, and protection of clothing, students will be required to have a change of clothing for physical education. A uniform consisting of ____

____

is available at a cost of ______ from the physical education department. Parents/guardians desiring to use this service should make checks payable to ______________________________. Gym shoes are required and should be identified with the student's name written on the outside of the shoes. For health reasons, these shoes should be worn only in physical education class. Physical education instructors will assist the students in marking their uniforms.

2. Locks and Lockers

Each student will be assigned an individual locker for purpose of storing his/her uniform when not in use. A combination lock with a serial number will be issued to each student. The student is responsible for this lock and must return the issued lock at the end of the school year. Students will reimburse the school for lost locks at the cost of ______. Students are encouraged not to bring valuables to school.

3. Showers and Towels

Good health principles require a shower for each student after participation in physical activity. Board of Education Policy states:

SHOWERING AS PART OF PHYSICAL EDUCATION CLASSES — BOARD RESOLUTION 505-3.

BE IT RESOLVED, that the Board of Education approve of and urge showering after physical education classes in the Montgomery County Public Schools, but that such showering be optional for the student on the following basis:

a) Any student wishing to be excused from showering either for the entire school year or for short periods during the school year because of a cold or any other personal reason shall be excused on receipt of a note from home so requesting.

b) Any student wishing, for personal reasons, to be excused from showering during any one physical education class period shall be excused, with no note from home being required.

c) Any girl wishing to use an individual shower may do so at her option. (No note from home required.)

d) Students excused from showering or girls using individual rather than group showers will not be penalized or pressured in any manner by teachers. An excuse from showering or the use of individual showers will not be reflected in the student's physical education grade.

It is recommended that the school provide a towel service for physical education students.

PERMANENT AND TEMPORARY EXCUSES

MCPS Policy 505-3 states:

1. PERMANENT EXCUSE FROM PHYSICAL EDUCATION PROGRAM

   If a pupil, because of some disability, should be excused from a program of physical education, a physician's statement shall be required.

2. TEMPORARY EXCUSE FROM PHYSICAL EDUCATION PROGRAM

   a) If a student wishes to be excused from a physical education program for a brief period because of illness, the teacher will excuse the pupil for three consecutive days. After the third day, a note from the parents[/guardians] shall be necessary.

   b) If a student, because of illness or injury, should be excused from a physical education program for a period longer than five days, a note from a physician shall be required.

Should a student become physically unable to participate in vigorous physical activities for longer than one week, he/she may be reassigned to ______________________________ upon presentation of a physician's certificate stating the nature of the disability and duration of nonparticipation.

Please read this information to your child. If you desire additional information, please contact the physical education instructor before or after the school day. When an understanding has been reached, please sign and return to the physical education teacher.

____

Parent's/Guardian's Signature

____

Student's Signature

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CARE OF EQUIPMENT

The physical education staff is directly responsible for the care of equipment. It is important to:

1. Check the condition of the equipment regularly
2. Maintain an organized storage system
3. Mark all equipment carefully (with wood burner or magic marker)
4. Initiate an effective checkout system and return system
5. Insist on careful use of all equipment
6. Repair promptly any broken equipment
7. Inflate balls properly
8. Keep an accurate, up-to-date inventory

Specific Care

1. Wood (Keep away from excess heat.)

    a) Bows and arrows

        (1) Store bows unstrung, hanging on a rack.
        (2) Keep arrows in a rack to prevent warping.
        (3) Store targets in a flat position.
        (4) Replace points and nocks.

    b) Bats

        (1) Store in a dry place.
        (2) Sand rough spots and retape grips.
        (3) Consider aluminum as economy substitute.

    c) Lacrosse sticks

        (1) Store in a vertical position.
        (2) Straighten stops and walls; form pocket by softening leather with a conditioner.
        (3) Soften catgut with warm water so that it is workable.
        (4) Use linseed oil to treat the wood.

    d) Rackets (tennis or badminton)

        (1) Place in press to prevent warping.
        (2) Store in cool, dry place.

2. Leather gloves (baseball, softball, lacrosse)

    a) Stores in cool, dry place.
    b) Clean with saddle soap.
    c) Apply neat's-foot oil.
    d) Dry gloves immediately at room temperature when they get wet.

3. Leather balls

    a) Deflate when storing.
    b) Avoid over-inflation.
    c) Moisten needle before inserting.
    d) Clean with ball cleaner or soap.

4. Rubber balls

    a) Store in a cool area.
    b) Store partially inflated.
    c) Clean with soap and water.
    d) Avoid over-inflation.

5. Canvas and fabric

    a) Mats

        (1) Store in a hanging position.
        (2) Clean with soap and water.
        (3) Never drag mats across a surface.
        (4) Do not allow anyone to sit on rolled mats.
        (5) Repair torn mats immediately.

    b) Bases

        (1) Remove dirt.
        (2) Dry thoroughly before storing.

    c) Nets

        (1) Repair damaged nets immediately.
        (2) Store in a cool, dry place.
        (3) Loosen when not in use.

    d) Trampoline beds

        (1) Clean with soap and water.
        (2) Store in a folded position.
        (3) Rotate rubber cable springs to prevent unnecessary wear.

6. Wool and cotton uniforms

    a) Store in a dry, well-ventilated area.
    b) Wash or clean before storage.
    c) Use moth balls to protect material.

7. Metals

    a) Check set-screws and belts periodically.
    b) Clean iron head of golf club with fine steel wool.
    c) Clean shafts of clubs with water and detergent.

EQUIPMENT RECOMMENDATIONS

Sport	Supplies	Jr.	Sr.	Equipment	Jr.	Sr.
Archery	Targets	8	8	Carriers, target	8	8
	Guards, arm	32	32			
	Arrows	144	144			
	Bows	24	24			
	Tabs, finger	32	32			
	Quivers	24	24			
	Target faces	12	12			
	Bow strings	6	6			
Badminton	Nets	4	7			
	Rackets	24	24			
	Shuttlecocks	72	72			
Basketball	Nets, indoor	6	6	Backboards, indoor	6	6
	Balls, leather	6	12	Nets, outdoor	6	6
	Balls, rubber	16	12	Backboards, outdoor	6	6
				Nets, indoor	6	6
Dance	Records			Record players	2	2
	Drums	1	1	Mirrors	4	4
Fencing	Foils		30			
	Masks		30			
	Jackets		30			
Field Hockey	Goalie pads (pr.)	4	4	Goal posts (set)	2	2
	Shin guards (pr.)	60	60			
	Balls, practice	30	30			
	Balls, game	6	12			
	Boots, goalie (pr.)	4	4			
	Sticks	60	60			
Golf	#1 Wood		15			
	#3 Wood		15			
	#3 Iron		8			
	#5 Iron		8			
	#7 Iron	15	8			
	#9	15	8			
	Putters	15	10			
	Balls (plastic, practice)	144	144			
	Mats, rubber	15	15			
	Tees, rubber		30			

Gymnastics and Tumbling	Magnesium carbonate			Mats, floor exercise	1	1
	Trampoline cables			Mats, parallel bars	2	2
	Trampoline frame pads	2	2	Mat, side horse	1	1
				Reuther boards	2	2
				Side horse	1	1
				Uneven parallel bar	1	1
				Horizontal bars	2	2
				Trampolines	2	2
				Balance beam	1	1
				Mats	20	20
				Belts, tumbling	2	2
				Belt, overhead	1	1
				Ropes, climbing	8	8
				Still rings	1	1
				Low balance beam	1	1
				Transportors	2	2
				Parallel bar	1	1
Lacrosse	Helmets		30	(Consider difference between men's and women's rules when purchasing equipment.)		
	Gloves (pr.)		35			
	Goalie pads (pr.)		4			
	Goalie sticks		3			
	Defense sticks		10			
	Midfield sticks		20			
	Attack sticks		10			
	Goal Nets (set)		1			
	Balls, practice		36			
	Balls, game		12			
Soccer	Balls, rubber	20	12			
Softball	Balls, super soft	12		Batting tees	2	2
	Balls, leather	36	36	Home plates	6	6
	Balls, rubber	36	36	Pitching rubbers	6	6
	Bats	12	12			
	Bats, elementary	12				
	Bases (set)	6	6			
	Chest protector (for girls)	3	3			
	Gloves	36	36			
	Masks, wire	6	6			
Tennis	Rackets	30	30			
	Balls	60	60			
	Presses	30	30			
	Nets, metal	4	4			
Touch Football	Balls, rubber	12	12			
	Balls, leather	—	—			
	Kicking tee	2	2			
Flag Football	Flag sets	100	50	plus above items		

Track and Field	Batons	12	12	Pistol (starting)	1	1
	Discus, rubber	1	2	Hurdles	15	30
	Toe board	1	1	High-jump standards	2	1
	Vaulting poles		2	Cross bars	4	4
	Take-off boards	1	2	Pole-vault standards		1
	Yarn, finish			Vaulting box		1
	Cartridges, blank			Starting blocks	6	8
				Discus ring		1
				Shot-put ring		1
				Portable P.A.	1	1
				Shot put	4	4
				Indoor shot put	1	1
Volleyball	Nets	8	8	Standards (pairs)	8	8
	Balls, rubber	18	18			
	Balls, leather	6	6			
Wrestling				Mat, resolite	1	1
Circuit Training	Ropes, jump	12	12	Weights, sets	10	10
	Balls, medicine	2	2	Benches	2	2
	Boards, abdominal	4	4	Boots, iron	1	1
Weight Lifting				Headstraps	2	2
				Pegboards	1	1
				Weights, pulley, chest	1	1
				Universal Gym		1
Measurement	Board, vertical jump	1	1			
	Watches, stop	6	8			
	Watch cases	6	8			
	Timers, table	2	4			
	Dynamometers, hand	2	2			
	Spirometer		1			
	Metronome		1			
	Scales	2	2			
	Tape measures, steel	6	6			
	Tape measures, linen	6	6			
Miscellaneous	Eyeglass protectors	20	20	Goal posts (Soccer-2) set	4	4
	Vests, scrimmage	72	72	Footballs, 2 sets each		
	Whistles	24	24	Scales	2	2
	Horns	2	2	Chinning bar (outside)	1	1
	Pump (inflators)					
	Bags, equipment	12	12	Marker, line, dry, 4 wheel	1	1
	Pinnies	48	48	Backstops (outdoor)	4	4
	Table tennis paddles	20	20	Ladder, horizontal	1	
	Table tennis balls	36	36	Trucks, weights	2	2
				Table tennis tables	4	4

TIME ALLOTMENTS

Suitable activities and suggested time allotments (in number of weeks) are recommended on the accompanying chart. Activities in the MCPS required program of physical education are identified by an asterisk (*). Effective scheduling by the department chairperson will provide flexibility in yearly programs so that relevant activities can be offered to students.

The chart can be used as a guide in offering various activities during a particular block of time which will meet specific needs of junior high students. An individual school situation will influence possible combinations. Any combination of activities can be offered to and elected by senior high students. When facilities are available and student interest dictates, scheduling of optional activities will lend variety and encourage participation.

RECOMMENDED TIME ALLOTMENTS FOR PHYSICAL EDUCATION

	GRADES				SUGGESTED
ACTIVITIES	7	8	9	10-11-12	SEASON
Orientation	1	1	1	1	
Health Education*	3-4	3-4		3-4	Winter
INDIVIDUAL AND DUAL					
Archery	2	2	2	3-4	Spring
Badminton	3	3	3	3-4	Spring
Dance (one of these) Folk, Square, Modern	2	2	2	2-3	Winter
Golf	2	2	2-4	2-4	Spring
Tennis	3	3	2-4	4	Fall-Spring

*Health Education in Grades 10-11-12 will vary according to each specific school situation; e.g., some schools have full-time health teachers.

ACTIVITIES	GRADES 7	 8	 9	 10-11-12	SUGGESTED SEASON
TEAM SPORTS					
Basketball	4	4	4	4	Fall-Spring
Field Hockey	3	3	4	3-4	Fall
Football (Flag or Touch)	3-4	3-4	3-4	3-4	Fall
Lacrosse	—	—	3	3-4	Fall-Spring
Soccer	3-4	3	3	2-4	Fall
Softball	3	3	3	2-4	Spring
Speedball	2	2	2-4	2-4	Fall
Speedaway	2	2	2-4	2-4	Fall
Volleyball	3	3	4	4	Winter
DEVELOPMENTAL ACTIVITIES					
Circuit Training	2	2	3-3	3-4	Winter
Cross Country	3	3	3	2	Fall
Fitness Testing	2	2	2	2	Optional
Gymnastics	3-4	3-4	3-4	3-4	Fall-Winter
Table Tennis	2	2	2	2-3	Winter
Track and Field	3-4	3-4	3-4	3-4	Fall-Spring

ACTIVITIES	GRADES 7	8	9	10-11-12	SUGGESTED SEASON
Weight Training	2-3	2-3	3-4	4-6	Winter
Wrestling	3	3	3	3-4	Winter
OPTIONAL ACTIVITIES**					
Bowling					
Canoeing					
Diving					
Fencing					
Handball					
Hiking					
Horseshoes					
Horseback Riding					
Ice Skating					
Jogging					
Paddle Ball					
Paddle Tennis					

**These activities are optional to the core of physical education activities and can be offered in any secondary school where a meaningful program can be developed.

ACTIVITIES	GRADES 7	8	9	10-11-12	SUGGESTED SEASON
Riflery and Gun Safety					
Self-Defense					
Slimnastics					
Skish and Fishing					
Swimming					
Skin and Scuba Diving					
Water Polo					
Sailing					
Lifesaving					
Synchronized Swimming					

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CHARACTERISTICS AND NEEDS OF ADOLESCENTS

Adolescence is a time when young people want to take stock of themselves. It is a period of internal change and development as well as of skeletal and muscular growth. Specific physiological and emotional changes occur in different individuals at varying times and to varying degrees, but they occur in all. Mutually incompatible drives and emotions are simultaneously aroused. Needs are involved, complicated, and individualized; each individual is unique and can best be interpreted in terms of that uniqueness. When needs are unfilled, an individual is in a state of disequilibrium; however, when needs are met, an individual regains equilibrium. The adolescent is urged forward by glimpses of personal independence but is hesitant and uncertain in ways of social life. Attainment of a sense of responsibility is a major developmental task if the adolescent is to be a socially useful person with maximum self-worth.

Interests are to a large extent culture-determined, but physiological developments determine the age at which individuals attain levels of accomplishments. Interest and social attitudes of adolescents provide an excellent example of the relation of biological and cultural factors. Of all the developments that take place during adolescence, the coming of sexual maturity is the most profound and most significant in its influence upon the interests of boys and girls. Major psychological concerns are peer acceptance, quest for independence, and search for identity.

Because adolescents do differ significantly from other age groups, they are entitled to different considerations and management. Characteristics which distinguish adolescents from children and adults need to be kept in mind by the teacher when planning activities which will meet adolescents' needs and afford opportunities for understanding. When an activities program is sufficiently based, almost every adolescent who wants to be successful in an athletic endeavor can find something he/she can do well. Physical activity is a fertile field for social development, and desirable social outcomes are a result of nurture and leadership. Satisfying self-expression in sports activities builds up feelings of adequacy and security that contribute significantly to social adjustment.

Those charged with education have the fearsome and humbling responsibility of guiding and facilitating the building of self-identification and inculcating a sense of personal and social responsibility. There are five major points of reference when viewing the transition from adolescence into adulthood:

1. The adolescent is seeking status as an individual.
2. Group relationships assume major importance.
3. Physical growth and development are peculiar to each individual.
4. Intellectual expansion and development is taking place.
5. Personal values are being developed and evaluated.

The accompanying charts sketch briefly the rapidly-changing age group of 11-16. These characteristics need to be considered when planning activities for youngsters who are developing with a marked degree of individual variation.

CHARACTERISTICS OF ADOLESCENTS

Ages 11, 12, 13	Ages 14, 15, 16
1. Physiological adulthood is not commensurate with experiences.	1. Each person is extremely individual at this age.
2. A "know-it-all" attitude is typical.	2. Individuals are keenly competitive.
3. Adolescents are often intensely emotional.	3. Significant differences are noticeable in physical maturation and temperament.
4. They are seeking their "own" place in life around them.	4. There is a strong interest in sex.
5. There is a desire to conform to age group standards, a reluctance to respond to adult guidance.	5. There is a tendency to become emotional about body changes.
6. Teacher influence is more acceptable than parental.	6. Sex consciousness may cause self-consciousness and shyness with the opposite sex.
7. There is increased eagerness and capacity to participate in high skill games/contests.	7. There is a noticeable shift to own age codes.
8. The School Team concept is very significant.	8. Prestige is more important than adult approval.

NEEDS OF ADOLESCENTS

Ages 11, 12, 13	Ages 14, 15, 16
1. Group identification which can be acquired through team membership	1. Achievement of new and more relations with age-mates of both sexes
2. Participation in wholesome activities which fosters individual satisfaction and recognition	2. Achievement of independence of parents and other adults
3. Opportunities to develop good sportmanship and spectatorship	3. Balance between security and freedom
4. Informed guidance and opportunity to develop physical skill proficiency	4. Unobtrusive adult guidance which promotes feelings of being adult
5. Exposure to activities which encourage appropriate value choices	5. Participation in wide range of adult events with appropriate modifications in height, weight, distances
6. Guidance with acceptance and understanding of the inevitable changing concept of a physical self	6. Achievement of masculine or feminine social role

C

PHYSICAL GROWTH AND DEVELOPMENT

Ages 11, 12, 13	Ages 14, 15, 16
1. Rate of skeletal growth is very rapid. Girls are usually taller and heavier; boys have larger hands and feet.	1. Some girls reach adult height as early as age 14; boys as early as 16.
2. Rates of muscular development and skeletal growth are usually not proportionate.	2. Skeletal growth is completed with sexual maturity.
3. There is apt to be poor body control and awkwardness; rapid muscular development results in restlessness.	3. There is greater muscular development.
4. This is the advent of puberty; there is rapid maturation of reproductive organs and the appearance of secondary sex characteristics.	4. There is improvement in coordination.
5. Heart development is slower than total body development.	5. Heart size is more proportionate to total body size; there is rapid growth for boys and slower growth for girls.
6. Pulse rate begins to diminish.	6. Puberty is completed in most cases.
7. Blood pressure tends to rise with age.	7. There are rapid advances in secondary sexual characteristics.
8. There is an increase in vital capacity.	8. There is a decrease in respiratory rate.

INDIVIDUAL FITNESS: THEORY AND PRACTICE OF EXERCISE

INTRODUCTION

The materials included in this section have been developed as part of a growing effort to translate, into the instructional program, research pertinent to physical education. Both content and sequence represent modifications of the pioneer program developed by Wayne Van Huss at Michigan State University. At the base of this effort lie several assumptions. The first of these is that general agreement exists among our physical education teachers that our primary responsibility is to make regular physical activity — whatever form it may take for the individual — a lifelong pattern of behavior. A second assumption is that an individual will engage in activities which have significance in his/her value system. Our task becomes one of teaching those values unique to our field in such a way as to have them become causes of behavior. Will students exercise regularly on a voluntary basis simply because we urge them to do so? Experience to date would not indicate that we have succeeded in this respect. How can we make the desired connection?

Humans have an instinct for self-preservation. We want to live. And this simple fact gives physical education its first and most important connection to basic human values, since judicious exercise can delay the aging process. This implies not only a quantitative dimension but a qualitative one as well, if we can be permitted the proposition that functional efficiency is conducive to fuller realization of potential at all age levels.

Senior high programs for both boys and girls now recommend the development of teaching units related to individual fitness or, more specifically, the theory and practice of exercise. It is suggested that efforts along these lines take place in the sophomore year, at which time the level of self-interest, maturity, and educational background is felt to be appropriate for effective study to occur.

The material which follows includes major guidelines, distinct phases, and a suggested sequence for development of individual fitness units. Although there may be hesitancy in initiating a program of this nature and some reservations about possible beneficial outcomes, the responsibility for encouraging students' decisions about physical activity cannot be avoided.

SUGGESTED UNIT SEQUENCE

Overview

The purpose of the initial phase of the program is simply to have the student become aware of the many forces in contemporary American life which limit both the opportunity and motivation for vigorous physical activity. It is important to indicate that many of these changes have taken place in the last 50-60 years; and that while our society has radically reduced its demands for physical labor, our biological need for physical activity as a developmental necessity remains unchanged. Some thoughts about "Man and Mechanization" are presented in the following section. It is hoped that these may be helpful in planning work in this area.

Basic Information and Pre-Testing Conditioning

The purpose of this phase of the program is to present factual information related to exercise. Active participation should be combined with brief, forceful presentations within the same class period as much as possible. The approach and, to a lesser degree, the content may well vary considerably from school to school. Areas of concentration or stress will also differ with boys' and girls' classes.

The additional information presented under the headings *Exercise and Heart Disease* and *Principles of Training* is considered basic. Where circumstances permit, further study in areas of stress and relaxation techniques, diet and fitness, and quackery is suggested.

In order to provide some conditioning for fitness tests, a short period of intense exercises should be used at the conclusion of each class period.

Testing

One of the underlying propositions in a unit devoted to the effects of exercise should be that any combination of teaching techniques and procedures will in the long run be ineffective unless the student *experiences measurable change in physical capacities brought about by stressful exercise*. Couple this with the fact that many students see themselves as being different from what they really are, and the necessity for an effective fitness testing program becomes obvious. The results of such tests not only serve to clarify self-image but also act as a frame of reference against which progress can be measured.

Tests selected by individual schools for inclusion in their test battery should center around those factors to which training makes the most direct contribution. Muscular and circulo-respiratory endurance can be tested rather easily. Strength, defined as *the amount of force that can be applied in a single maximum effort,* requires the use of dynamometers or similar measuring devices. Measuring girths of various body areas is recommended, as are measures of flexibility and simplified somatotype ratings. Although training influences coordination, agility, and other measures which contribute to skillful performance, they are difficult to measure and to some extent are less important in assessing fitness. Listed below under appropriate headings are items suitable for use in a test battery.

Anthropometric: Height, weight, neck, chest, waist, hips, biceps, forearm, calf, thigh, ankle

Strength: Grip, back, leg; measured with dynamometer; grip suggested due to ease of administration and high correlation with total body strength

Circulo-respiratory Endurance: Step test, 3 minutes, pulse recovery one minute after cessation; endurance run 600-880 yards.

Muscular Endurance: Many familiar items can be used; it may be desirable in many instances to establish a time limit; chin-ups, sit-ups, push-ups, squat-jumps, etc.

Flexibility: Trunk flexibility, trunk extension, trunk rotation

Somatotype: A simplified method of rating body types

Others: Vital capacity, vertical jump, standing broad jump, skin-fold measurements

Training

This phase of an individual fitness unit must be of sufficient intensity and duration to cause change in the fitness components measured in the testing program. A minimum of four weeks is recommended. Although many approaches are possible, circuit training or some variation thereof is suggested due to its great adaptability to facilities and to individual student differences and progress as well as to large classes. Care should be taken in the design of the training program to include all body areas. Since any one exercise may have a specific effect, the items chosen for training should include events that will increase flexibility, endurance, and strength. The fact that many approaches are possible (La Sierra, calisthenics, weight training, etc.) also infers that an occasional change of pace or variety in the training regimen is helpful in maintaining student enthusiasm.

Retesting and Evaluation

Units on individual fitness culminate in the repeat testing of fitness components measured before training. The purpose, obviously, is to investigate the change which may have occurred as a result of prolonged work. Student and teacher analysis of the findings should result in further understanding of why changes may or may not have occurred. On the basis of test results and subjective opinion, teachers and students may set goals for further fitness development and give attention to the selection of activities for which the student may be best suited.

Procedures should be established for student self-evaluation, teacher evaluation of student knowledge, and student response to program and procedures.

Another major principle of exercise is that the rate of improvement is directly related to the *intensity* of the training, not to its *duration*. In other words, improvement is proportional not to the total amount of work done but to the amount of work done per unit of time. This is particularly true in strength and cardio-respiratory improvement. Muscular strength, then, can best be improved through high load, low (5-6) repetition events. Muscular endurance is best improved through reduced loads with high (10 or more) repetitions. Laboratory experiments testing gain in cardio-respiratory efficiency have reached the same conclusion. This is evidenced by the current emphasis on speed and interval training systems employed by many track coaches. Cardio-respiratory condition is influenced only by those activities which tend to cause breathlessness. Weight training and isometrics make little or no contribution to this most vital of fitness components. It is appropriate to remember the intensity factor; jogging 600 yards is less beneficial than sprinting 100 yards six times with a minimum of rest between bouts. By controlling *TIME, LOAD, AND REPETITIONS,* desired change and progression can be planned according to individual need.

At the onset of training, performance will drop off before improvement begins. Retrogression precedes progression. When placed under stress of any kind, the body attempts to marshal its resources and regain equilibrium. It always seeks a state of homeostasis. During this time, there is a decrease in strength and other physical measures. The general fatigue experienced by the person who is average in physical fitness will cause a slacking off at this point; safety mechanisms make it painful to continue. For this reason, the overload principle should be applied *gradually*. Submaximal work should be done until some conditioning has been attained. Muscle soreness and fatigue are normal under such conditions, but it is best to minimize these in the early stages in order to avoid excessive discomfort and subsequent discouragement.

Summary

1. The effects of training are specific.

2. Improvement is directly related to intensity of overload.

3. Retrogression precedes progression.

Additional Comments:

1. The value of isometric exercise is limited. Research to date indicates contributions to strength and muscle tone. Other advantages are that less time, space, and equipment are needed. Isometrics generally are felt to be of less value than isotonic contractions, due to restricted blood circulation; an incomplete metabolic cycle; and an absence of influence on flexibility, cardio-respiratory function, and muscular endurance. There are indications that the effects of isotonic exercise are more enduring. The opinion has also been expressed that isotonic exercise serves as a better source of motivation due to the fact that progress is more easily charted.

2. A fitness component occasionally neglected in exercise programs is that of flexibility. That this quality can be sustained to the highest degree by activity is beyond question. Enforced immobilization due to injury often results in the shortening of tendons and ligaments, which can be corrected only through exercise. The overload principle should be applied to flexibility training by moving the part through its complete range of motion. The limit of such motion should be approached gently, with the part eventually being stretched slightly beyond the point of initial discomfort.

3. A physical examination is of primary importance in pretraining considerations. This holds true regardless of age and health status, although it is especially important for older and/or untrained individuals.

   Another pretraining consideration is that of purpose. A person may pursue exercise for its preventive values, or for improvement or maintenance of physical fitness. Proper application of training principles will be determined by the major reason for engaging in activity.

4. It is suggested that comparisons of fitness test scores with national norms or class standards receive distinctly less attention than do scores on individual progress. Body type greatly influences potential for change. It is with this potential that students should compete.

PRINCIPLES OF TRAINING

In order to exercise with utmost efficiency, it is necessary to apply several principles of training (regular exercise over a period of time) to the design of any exercise program. It is possible through the manipulation of these principles to control the outcomes of a training regimen. In this way, individual needs discovered through testing procedures can be worked on more effectively.

There is little doubt that training contributes to coordination, agility, balance, and other items related to skillful performance. However, physical fitness has been interpreted as being the ability to perform prolonged work. When viewed in this manner, the major components of physical fitness become cardio-respiratory endurance, muscular endurance, and muscular strength. A more detailed analysis of the difference between fit and unfit individuals reveals that training produces:

1. A lower resting pulse rate
2. A lower oxygen consumption for the same work output
3. A larger stroke volume of the heart (more volume per contraction)
4. Increased muscular strength
5. Greater maximum cardiac and pulmonary output
6. Less increase and quicker recovery of pulse rate and blood pressure under exercise conditions
7. More efficient heat dissipation

While everyone possesses the three major components of physical fitness to the same extent, it is possible to have a high degree of one component and a relatively low degree of another. An individual may be strong but have little muscular or cardio-respiratory endurance. Usually we find considerable overlap, but the factors are not necessarily interrelated. Since no one activity is equally effective in the improvement of all components, exercises should be selected on the basis of their specific contribution.

Dedication to exercise is influenced not only by knowing why exercise is valuable but also by knowing how to go about producing the desired changes. It should first be understood that improvement can be brought about only by taxing, or overloading, the capacity involved. Exercises must be done with an intensity and/or duration above the individual's minimum work tolerance. There are no "short cuts"; learning to deal with stress is unavoidable in improving physical fitness. The adaptations made by the body to the stress of training are specific. At any given time, if we rule out defects and illness, a person's physical fitness is merely a reflection of specific adaptation to everyday activities. If the knee with a five- or ten-pound weight attached is exercised until fatigued, the muscles involved will not become much stronger. Studies have demonstrated that in weight lifting, the heavier the weight used, or the greater the intensity, the greater the improvement in strength. Strength will be improved only to the point of being able to handle such a low weight. This kind of activity would bring about a muscular endurance adaptation. Similarly, a waiter who continually carries trays on an extended arm could become stronger at that point than he would be when using the same muscles in a position which physics and anatomy would predict as a more advantageous angle for the application of force. Training results in specific adaptation to the type of muscular work utilized.

EXERCISE AND WEIGHT CONTROL

Obesity has been called the major health problem in the United States. While there are some authorities who differ with this opinion, all agree that the high incidence of disease and shortened life expectancy associated with being overweight leaves no doubt about the value of weight control. Other disadvantages of being overweight lie in its influence on appearance and physical efficiency. Concern with the problem is shown by the fact that Americans spend millions of dollars annually in their attempts at weight reduction.

Among the numerous causes of obesity are disease, glandular conditions, emotional disturbances, and overeating. The chief cause, obvious to many, is simply the consumption of more calories than can be expended through the type of activity in which the person participates. If one eats more than he/she expends, the excess is stored as fat: conversely, if a person does not eat enough for the day's needs, stored fat is consumed. Weight *loss* then, becomes a matter of having output exceed intake. Most authorities lean to a combination of energy increase and the caloric decrease for achieving weight loss, since the exercise element will help to prevent the sag of tissue by maintaining muscle tone.

In spite of the fact that accumulated experience gives most of us a mental picture of active people — athletes, laborers, soldiers, etc. — as being lean, hard individuals, there has curiously been a tendency to minimize the place of exercise in weight control. Regrettable as this is, those who have held this position have done so on the basis of two plausible but erroneous beliefs.

The first of these erroneous beliefs centers around the idea that an enormous amount of exercise is needed to reduce weight; this implies that physical activity requires little caloric expenditure. Vitally important is the fact that weight gain is insidious. Studies of caloric output indicate that the energy cost of some activities is quite high. Tables of energy expenditure reveal that a person must do 5,714 push-ups, walk to the top of the Washington Monument 48 times, ride a horse for 44 hours, or split wood for 7 hours in order to burn a pound of body fat. The publicized examples infer that such a work load must be accomplished in one stretch. We do not become overweight overnight. We do not even gain a pound of fat in the time it would take to perform the heroic physical feats just described. Weight accumulation is a slow process. If we extend wood-splitting over the period of a year at the rate of one-half hour per day, the caloric equivalent would be worth 26 pounds of body fat. Similarly, a half hour of handball or squash per day is roughly equivalent to 16 pounds per year. The obvious lesson is that the control of a few ounces each day has much significance when multiplied over a period of time. It should be mentioned also at this point that the energy cost of exercise is approximately proportional to body weight. It follows that the overweight person will require more energy and hence burn more body reserves for the same amount of exercise, than would a slimmer individual.

The second misconception that has distorted the relationship between exercise and weight control is that an increase in exercise is automatically followed by an increase in appetite and food intake. It is now realized that this takes place only if the individual has been engaging in physical activity. Startling as it may seem, sedentary individuals take in more calories per day than those who are mildly active. Food intake drops with mild exercise and then increases as activity reaches a "normal" range. With extreme exercise, appetite again drops off. These facts partly explain why an exercising person's body weight is relatively stable.

In view of the cultural trend to less muscular activity, and a recognition of the relationship of excess weight to disease, the significant contribution made by regular physical exercise in preventing weight gain cannot be ignored.

Additional Comments:

1. There is a strong connection between basic body type and weight. Various body types also differ in probability of rapid weight gain or stabilization. These relationships should be emphasized to students.
2. While we think of excess weight as a problem of middle age, recent surveys show that 25% of the teenage population are overweight.
3. Indications are that weight reduction which takes place over a period of time is likely to be more lasting than those brought about by crash programs.
4. Because the basal metabolic rate decreases as a person matures, the adult becomes more efficient in utilizing the caloric value of foods.
5. An activity decrease is not accompanied by appetite decrease. Quantity of food intake is largely habit. Active people who become inactive should be aware of this fact.
6. The correction of nutritional and weight problems should be undertaken only under the guidance of a physician.

EXERCISE AND HEART DISEASE

Diseases of the heart and blood vessels are by far the leading cause of death in the United States. Heart attacks and strokes now account for more than half of the deaths in our country each year. Part of the reason for this is, of course, that our population contains a larger percentage of older people. More accurate diagnosis and reporting of causes of death have also made such data more reliable. The most alarming fact, however, is the increase in mortality from heart and blood vessel diseases among relatively young men. This suggests that coronary rates are not inevitable results of aging but may be linked to other factors operating in American life.

Even a cursory review of literature dealing with heart disease will reveal multiple causation. Heredity, emotional stress, smoking, diet, obesity, and physical inactivity all seem to be associated with the development of cardio-vascular problems. It is important to note that of these, only *heredity* is beyond the control of the individual. Medical science has at its disposal the knowledge, procedures, and drugs which can help to minimize the harmful influence of controllable factors. Education, however, can also make a significant contribution by stressing the preventive aspects of the heart disease problem. This should be the concern of the health and physical education teacher. Experiences in physical education can help people to learn how to deal with stress; assist them in the control of diet, smoking, and obesity; and, perhaps more significantly, encourage a lifelong pattern of appropriate physical exercise.

As a clinical problem in medicine, the relationship of exercise and arteriosclerosis (including atherosclerosis) arouses a wide variety of opinion which ranges from one extreme to the other. Experimental evidence is still somewhat contradictory, and it must be remembered that the medical researcher must be hypercautious. To promote any concept not completely substantiated by research is contrary to the nature of scientific investigation. No medical person, however, will deny that inactivity breeds deterioration of tissue. For this reason alone, the majority of medical opinion favors exercise as one of the measures that can be taken to prevent early cardiovascular degeneration. While a multitude of both physical and psychological factors can be associated with heart disease, exercise must be given a very prominent place in preventive considerations.

Comparative studies of the incidence of heart disease and the amount of physical activity involved in daily occupation reveal significantly fewer heart attacks for the more active groups. Studies in England have found that bus drivers were more prone to heart disease than were their more active counterparts, conductors; a study of postal clerks and postmen gave a similar result; and an analysis of mortality data for more than two million persons supported these findings. Comparable studies in Scotland and North Dakota found almost three times as many heart attacks among sedentary workers as among those whose occupations required physical work. Post-mortem examinations of four thousand men revealed that those involved in active occupations had significantly fewer scars indicating coronary occlusion during life than did those who had engaged in light work. In a study involving a large sample of railroad workers, death rates were found to be higher in more sedentary job classifications; and differences in death rates were attributed almost entirely to coronary heart disease. High blood cholesterol level has been associated with atherosclerosis. It is generally considered desirable to keep this level within those limits considered normal in order to prevent the formation of fatty deposits in the arteries. Several significant factors, including diet, are involved in maintaining normal cholesterol levels; current research supports the tentative conclusion that exercise assists in lowering or maintaining a normal cholesterol level.

Recent research also leads strongly to the conclusion that not only will vigorous exercise NOT damage healthy, young hearts when it is sensibly applied under rational conditions; it helps to *keep* healthy hearts healthy as well as helping to prevent the onset of cardiovascular problems. Regular and proper exercise may actually help to lessen the severity of cardio-vascular disease and increase the probability of recovery from it.

In attempting to promote physical activity, the thoughtful physical educator will find excellent supportive data in the relationship of exercise to the prevention of cardio-vascular disease.

CIRCUIT TRAINING

Circuit training is a system of exercise developed in England during the 1950's. It has received widespread attention and acclaim both in that country and abroad, and its impact has been felt in the United States. In circuit training, the individual moves around a series of exercise stations, doing a prescribed allocation of work at each point. It is a form of training aimed at "hard core" fitness and muscular and circulo-respiratory efficiency.

A number of advantages are inherent in the method:

1. It is adaptable to a wide range of space and equipment.
2. Circuits can be tailored to individual needs.
3. It offers excellent opportunity for application of sound training principles.
4. It provides for participation of large numbers at same time.
5. It allows students to compete with themselves and observe their own progress.
6. It provides opportunity for each student to work with maximum self-direction.

DEVELOPING A CIRCUIT

Basic training principles of overload, retrogression, specificity, and intensity need to be considered so the circuit can be biased in the desired direction by the teacher or individual student. Design the circuit from both an anatomical and fitness component point of view, including exercises for the neck, arms, shoulders, chest, back abdominals, and legs as well as those which will involve total body movement. A circuit of six to twelve exercises is recommended. Short circuits of ten minutes in length can be used at the end of period devoted primarily to skill development or play. When a large number of students is involved, circuits containing more items should be used in order to avoid crowding and "bottlenecks." The originators of the circuit system suggest several ways of determining the amount of work to be done at each station. Students should be pretested on each exercise, and the exercise dosage will tend to be made one-half of the maximum repetitions of that particular item. Allocation of time should be such that the performer can complete three full circuits. By stressing the TIME element, the student attempts to decrease the time necessary to finish three cycles. Greater intensity is introduced, causing more rapid improvement. The time factor will also insure cardio-respiratory development, although running and/or some other total body movement activities should be included in any circuit.

It is possible, particularly if the class is basically homogeneous, for the teacher to set the dosage at each station or to design different "tracks" for the student to follow. This allows promotion from one circuit to another as fitness improves.

Circuits can be established indoors or outdoors, and a variety of challenging activities can be included by an innovative teacher. Weight training equipment, gymnastic apparatus, rough terrain, playground equipment, medicine balls, and a host of seldom-used items can be utilized.

Core of Required Activities

Archery
Badminton
Basketball
Cross Country
Dance
Field Hockey
Flag Football
Golf
Gymnastics
Soccer
Softball
Table Tennis
Tennis
Track and Field
Volleyball
Weight Training
Wrestling

ARCHERY

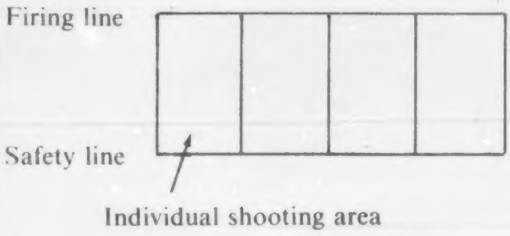
INSTRUCTIONAL OBJECTIVES

1. To identify the safety rules, scoring methods, and pieces of equipment utilized in archery
2. To demonstrate the fundamental skills of target archery
3. To shoot with accuracy at varying target distances

SAMPLE ASSESSMENT MEASURES

Student will:

1. Identify the point value of all target colors
2. Demonstrate good form in bracing either a straight or recurved bow
3. Score ______ points at ______ distance with ______ arrows

When Taught	Progression of Skills	Teaching Hints
Grade 7	I. General Information	
	A. Safety	
	1. Bow	
	2. Arrows	
	3. Area for shooting	I.A.3. Back your targets up to a hill.
	4. Firing line	I.A.4. Mark the firing line with field white. A safety line may be marked for added caution. Note the diagram.
	5. Safety equipment	
	B. Selection, use, and care of equipment	
	1. Bow	
	2. Arrows	
	3. String	I.B.3. Purchase double loop strings.
	4. Target	I.B.4. Tape balloons or colorful posters onto target as a motivational device.

Archery

When Taught	Progression of Skills	Teaching Hints
Grade 7	5. Armguard	I.B.5. Rubber bands or athletic tape may be used to secure arm guards.
	6. Finger tab	
	C. Terminology	
	D. Rules	
	1. Scoring	I.D.1. If students shoot as partners, one may score while the other shoots.
	2. Line stance	
	II. Individual Skills	
	A. Bracing the bow	
	B. Stance	
	1. Square	
	2. Open	
	C. Grip	
	D. Nocking the arrow	II.D. Mark serving area with nail polish or tape.
	E. Drawing and anchoring	
	1. High	
	2. Low	
	F. Aiming	
	1. Instinctive	
	2. Open gap	
	3. Sight	
	4. Point of aim	
	G. Releasing	
	H. Retrieving	II.H. Student should place one hand against the target-face while pulling the arrow out with the other hand. This prevents tearing of the target-face.
	1. Removing arrows from target	
	2. Removing arrows from ground	

Archery

When Taught	Progression of Skills	Teaching Hints
Grade 7	I. Shooting	II.I. Allow only three arrows instead of a full end to be shot at one time.
	1. 15 yards	
	2. 20 yards	
	3. 25 yards	
	4. 30 yards	
	5. 35 yards	
	6. 40 yards	
	7. 80 or 100 yards — Clout shooting	II.I.7. Clout shooting is an optional activity requiring careful supervision and an adequate and safe area.

BADMINTON

INSTRUCTIONAL OBJECTIVES

1. To execute the fundamental skills of badminton — grip, serve, strokes, shots, and footwork
2. To exhibit proper care and use of equipment
3. To demonstrate a variety of offensive and defensive strategies in a game situation
4. To display a working knowledge of the rules, proper etiquette, and scoring procedures

SAMPLE ASSESSMENT MEASURES

Student will:

1. Demonstrate the correct form in executing the forehand and backhand drives
2. Exhibit proper care of racquets, shuttlecocks, and nets
3. Compare the differences between side-by-side and up-and-back styles of doubles play
4. Correctly "set" and score a regulation badminton game

When Taught	Progression of Skills	Teaching Hints
Grade 7	I. General Information	I. Mark boundaries or the corners of the court with yellow traffic tape if permanent lines are not painted on the gym floor.
	A. History	
	B. Use and care of equipment	
	C. Etiquette	
	D. Rules and scoring	
	II. Individual Skills	
	A. Grips	
	1. Forehand	
	2. Backhand	

Badminton

When Taught	Progression of Skills	Teaching Hints
Grade 7	B. Serve	
	1. Short	
	2. Long	
Grade 9	3. Driven	II.B.3. The driven serve is considered an advanced skill at this grade level.
Grade 7	C. Basic strokes	
	1. Forehand	
	2. Backhand	
	D. Shots	II.D. To develop finesse, limit playing boundaries to areas between the short service line or center line.
Grade 7	1. Clear	
Grade 8	2. Attacking clear	
Grade 9	3. Hairpin drop	II.D.3. To force practice of the hairpin shot, play games with the front service line as the boundary.
	4. Overhead drop	
	5. Underhand drop	
Grade 7	6. Drive	
Grade 8	7. Half-court drive	
Grade 9	8. Smash	
	E. Footwork	
Grade 7	1. Ready-to-play position	
Grade 8	2. Pivot (push off)	
	III. Game Strategy	III. Introduce up-and-back and side-by-side doubles play.
	A. Offense	
Grade 7	1. Singles	
Grade 8	2. Doubles	

Badminton

When Taught	Progression of Skills	Teaching Hints
	B. Defense	
Grade 7	1. Singles	
Grade 8	2. Doubles	
	C. Game play	
	1. Regulation	
	2. Modified	III.C.2. Suggested system when space is limited and class is large: Three courts available; group students into three ability groups, and assign each student a number for one of the three courts. Number one plays number two. The first player to win three points wins one "game point." The winner stays on the court to be challenged by the player next in order. The losing player goes to the end of the order. The first player to reach nine "game points" is the winner. Conduct a doubles, round robin tournament by timing all games. Participants record results on a wall chart.

BASKETBALL

INSTRUCTIONAL OBJECTIVES

1. To demonstrate the basic fundamental skills of dribbling, passing, catching, and shooting
2. To demonstrate defensive fundamentals such as positioning, stance, and footwork
3. To demonstrate knowledge of man-to-man and zone defenses
4. To demonstrate knowledge of officiating by refereeing games, using the proper signals, distinguishing between the different violations, and taking charge of the game

SAMPLE ASSESSMENT MEASURES

Student will:

1. Demonstrate dribbling with both hands and maneuver around a stationary opponent
2. Demonstrate good defensive fundamentals by:
    a) Staying with his/her opponent and maintaining position between the opponent and the basket
    b) Playing in an area; moving with the ball
    c) Demonstrate his/her knowledge of rules by blowing the whistle forcefully and calling out the instructions

When Taught	Progression of Skills	Teaching Hints
Grade 7	I. General Information	I. Junior size balls should be made available for students with smaller hands.
	A. Rules	
	B. History	A modified game of 3 on 3 or 4 on 4 may be played. If a basket is made, the scoring team takes the ball out of bounds. Twelve students may be assigned to a basket. The game is over at 4 points.
	C. Safety	
	D. Use and care of equipment	
	II. Individual Skills	II. Full use of filmloops should be made whenever possible.
	A. Footwork	II.A. Footwork may be taught without using balls.
	1. Balance	II.A-F. A circuit may be used for teaching and testing skills. Relays may be utilized for skill development.
	2. Stance	
Grade 8	3. Pivoting	
	4. Moving	

Basketball

When Taught	Progression of Skills	Teaching Hints
Grade 8	B. Dribbling	II.B. Students should aim for finger pad control, good dribbling posture, and protecting the ball from the defender with the body.
	1. Preferred hand	
	2. Nonpreferred hand	
	3. Alternating	
Grade 7	C. Catching/Receiving	II.C. The ball should never be caught with the palms of the hands. The ball should be met with extended arms and fingers. Cue: Catch and cushion.
	1. Stationary	
	2. Moving toward the ball	
	3. Receiving a feed pass	
	D. Passing	II.D. The arms and wrists should be used whenever possible. The student should step into the pass.
	1. Chest	
	2. Bounce	II.D.2. Backspin should not be put on bounce passes.
	3. Overhead	
	4. Baseball	
Grade 8	5. Hook	
Grade 7	E. Shooting	II.E. The teacher should check for proper alignment with the students' shoulders being square to the target (except for the hook shot).
	1. One hand set shot	
	2. Lay up	
Optional	3. Two hand set shot	
Grade 7	4. Free throw	II.E.4. A free throw game may be introduced. A student shoots 5 in a row followed by an opponent shooting.
Grade 8	5. Jump shot	II.E.5. The low scorer does 10 pushups.
	6. Hook shot	
	F. Rebounding	
	1. Offensive	

Basketball

When Taught	Progression of Skills	Teaching Hints
	2. Defensive	
Grade 9	3. Tip ins	
	III. Offense	
Grade 7	A. Give and go	
Grade 8	B. Setting picks	
Grade 9	C. Play patterns	
	D. Fast breaks	
Grade 10	E. Screen and box out	
	F. Out of bounds strategy	
	IV. Defense	
Grade 7	A. Man-to-man	
Grade 8	B. Zone	

CROSS COUNTRY

INSTRUCTIONAL OBJECTIVES

1. To identify terminology and rules used in cross country
2. To demonstrate the fundamental skills — conditioning, starting, breathing, and terrain running

SAMPLE ASSESSMENT MEASURES

Student will:

1. Score a cross country meet
2. Demonstrate pacing over a prescribed distance
3. Identify a variety of warmup and conditioning exercises

When Taught	Progression of Skills	Teaching Hints
All grades	I. General Information	
	A. Rules and scoring	
	B. Training methods	I.B. The following methods have been suggested: Cross country relays Interval running Windsprints Overdistance (exhaustion) Group running Tag games Follow the leader Intrasquad meets
Grade 7	II. Individual Skills	
	A. Conditioning	
	1. Warmup exercise	
	2. Forum running	
	a) Warmup exercise	
	b) Arm carriage	
	c) Body lean	
	B. Starting	
	C. Rhythmic breathing	
	1. Inhale for a number of steps.	
	2. Exhale for a number of steps.	

Cross Country

When Taught	Progression of Skills	Teaching Hints
Grade 7	D. Pace	
	E. Uphill running	
	F. Downhill running	
	G. Course markings	II.G. Traffic cones with taped-on arrows may provide directions as will field white on some courses.
	H. Finishing	
	1. Sprint	
	2. Conservation of energy	
	3. Warmdown	
	III. Class Competition	III. Students may be divided into teams and every score counted. Numbered tongue depressors may be used to keep score.
	A. Distances	
	1. ¾ mile	
Grade 8	2. 1 mile	
Grade 9	3. 1½ mile	
Grade 10-12	4. 2½ mile	

DANCE

INSTRUCTIONAL OBJECTIVES

1. To develop an awareness of specific dance forms
2. To develop a repertoire of movement and a knowledge of the factors which influence movement (Example: time-space-energy)
3. To develop a knowledge of the body's ability in movement
4. To develop ability in movement which has rhythmic structure and provides physical, emotional, and aesthetic satisfaction
5. To provide an opportunity for an aesthetic experience through the development of values, ideas, and feelings
6. To develop an intercultural and integrative experience which may be a recreational activity used both in school and later in adult life
7. To provide an opportunity for social involvement through various working groups
8. To develop personal creativity
9. To develop a growing appreciation for dance as an art form

SAMPLE ASSESSMENT MEASURES

Student will:

1. Demonstrate combinations from various dance forms presented by instructor
2. Demonstrate selected movement patterns, locomotor and nonlocomotor, showing the concepts of:
    a) **space** — by movement changes in direction, range, body, shape, and level
    b) **time** — by responding to the rhythmic elements of beat (tempo), measure (duration), and phrasing (accent)
    c) **force-energy** — through movement expressed by the flow and control of energy (example: movement such as percussive, sustained, swinging, and vibratory)
3. Either individually or in a small group, perform one of the following:
    a) An even or uneven locomotor pattern
    b) An even or uneven nonlocomotor pattern
    c) Moving to a selected piece of music, change direction each new phrase
    d) Create a movement phrase and perform it twice as quickly, then twice as slowly

4. Demonstrate selected completed dance patterns from any of the various forms of dance
5. Perform a learned or individually created dance
6. Be involved in the following:
   a) Local community activities which would involve student in various dance forms
   b) Viewing dance films
   c) Attending dance performances
   d) Attending local museums and exhibits
7. Work satisfactorily and skillfully in a group, sharing and working on a given problem
8. Create a significant, original, and aesthetically pleasing dance movement
9. Critique various dance films and concerts

DEFINITION

Dance is an art performed by individuals or groups of human beings, existing in time and space, in which the human body is the instrument and movement is the medium. The movement is stylized, and the entire dance work is characterized by form and structure. Dance is commonly performed to musical or other rhythmic accompaniment, and has a primary purpose — the expression of inner feelings and emotions, although it is often performed for social, ritual, entertainment, or other purposes.*

SIX FORMS OF DANCE

Ballet — This form is based on centuries-old tradition of movement skills.

Modern — The emphasis is placed on the artistic expression of the individual performer. Various approaches to the method of technique are incorporated.

Social — This form ranges from the familiar ballroom dances to rock-and-roll of the 50's to the discotheque dances of the 70's. Social dances incorporate dances of the era in vogue.

Musical Stage Dance — This is a hybrid dance form, found on the Broadway stage or on T.V. It combines elements of jazz, ballet, modern, tap, and ethnic dance.

Recreational Dance — Folkdances — European
Squaredances — American

Ethnic Dance — Such dances are performed by ethnic groups and are usually of a highly traditional nature. Frequently, they are linked to religious practice and social customs. They differ from folk dances in that they are *usually* done as a form of entertainment for an audience, while folk dances place emphasis on performance for the pleasure of the participants.

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*Richard Kraus, *History of Dance*. (Englewood Cliffs, N.J.: Prentice-Hall, 1969), p. 13.

Dance

When Taught	Progression of Skills	Teaching Hints
	MODERN DANCE TECHNIQUE	
Grade 7-12	I. General Information	
	A. **Warmups** — Through the use of basic ballet and axial and locomotor movements, the body will be stretched and strengthened.	I.A. Prepare muscles and ligaments to move without strain. Redirect students' concerns from previous classes to dance class.
	B. **Safety** — Prevention of injury	I.B. Stress importance of warmups for the protection of all muscles, especially those of the foot and leg.
	C. **Dance attire**	I.C. Leotards and tights
	D. **Basic terminology**	
	II. Body Alignment	II. Stress ribs pulled in and the lift of upper body, shoulders, hips, and feet in vertical alignment.
	III. Preparatory Movements	
	A. **Axial movement** — movement in a stationary position	III.A. Certain axial techniques can be selected for the warmup phase of the lesson; others might be chosen for a preparation for moving through space. Counts are suggested for most techniques. Duration, tempo, and force are decisions of the instructor.
	1. Stand, sit, kneel, lie, and other variations.	
	2. Bend, twist, turn, sway, swing, bounce, pull, push, flex, extend in the above positions.	
	B. **Locomotor movement** — movement through space using two basic movements and their variations	III.B. Locomotor movements
		Emphasize lightness of movement.
	1. **Walk** — even rhythm	Discourage looking down at floor.
	a) Leap b) Run c) Prance	Arms are raised in opposition to the action of the legs for support and sense of balance.
	d) Hop e) Triplet	Stress importance of proper transfer of weight.
		Stress importance of the proper use of ankles, knees, and hips during landings.
		Emphasize the characteristic rhythm of each locomotor movement.

Dance

When Taught	Progression of Skills	Teaching Hints
Grade 7-12	2. **Hop** — uneven rhythm	
	a) Skip b) Slide c) Gallop d) Polka e) Schottische f) Mazurka	
	C. Exploration of axial and locomotor movements and their combinations	
	IV. Exploration of Dynamics and Movement Qualities	IV. Consider the use of word imagery and past sensory experiences.
	A. Swinging	
	B. Sustained	
	C. Percussive	
	D. Suspended	
	E. Vibratory	
	F. Collapse	
	V. Exploration of Spatial Relationships and Design	V.A. Good spatial design gives the essential idea of both clarity and strength
	A. Use of space involves:	
	1. Direction	V.A.1. **Direction** — Movement in relationship to direction can be forward, backward, sideward, diagonal, circular, up, down, or any combination of the above.
	2. Level	V.A.2. **Level** — Movement in relationship to level can be on the floor, on the knees, standing, or in the air. Movement in relationship to different planes can be horizontal, vertical, or any combination of the above.
	3. Range	V.A.3. **Range** — the development of small or large movement
	4. Focus	V.A.4. **Focus** — the direction of various focal points in spaces
	5. Grouping	V.A.5. **Grouping** — asymmetrical and symmetrical design

Dance

When Taught	Progression of Skills	Teaching Hints
Grade 7-12	B. Exploration of the elements of design	V.B.1. and 2. **Space and Line** — development of a floor pattern by the use of moving through space on the floor
	1. Space	
	2. Line	Spatial design is the pattern of axial movements through space.
	3. Mass	V.B.3. Movements can be presented in unison, opposition, and succession.
	4. Coherence	V.B.4. Coherence is the development of unity and harmony in design.
	VI. Exploration of Rhythmic Structure	
	A. Musical notation	
	B. Underlying beat	
	C. Rhythmic patterns	
	D. Accent	VI.D. Mood development can depend on the spacing of accents.
	E. Phrasing	
	F. Tempo	VI.F. Variations of tempo (speed) change the impression or feeling of the music.
	G. Intensity	VI.G. Mood and excitement are a result of the energy expenditure.
	H. Even and uneven rhythms	
	VII. Creative Movement Exploration	
	A. Style	VII.A. Work with characteristic patterns of such things as a historical period, a specific cultural group, or any significant individual.
	B. Gesture	
	C. Mood	
	D. Props	
	E. Ideas and attitudes	
	F. Improvisation	

Dance

When Taught	Progression of Skills	Teaching Hints
Grade 7-12	G. Sounds	VII.G. Movements are suggested by accompaniments and environmental sounds.
	H. Rhymes, stories, poetry	Stress the orderly arrangement of elements so that the content or idea of the movement can be expressed and communicated.
	VIII. Development of the Completed Composition	
	A. Dance forms	
	Examples:	
	1. Two-Part (AB)	
	2. Three-Part (ABA)	
	3. Rondo (recurring theme)	
	4. Theme and its variation	
	B. Motivation	VIII.B. Stress the development of some form of motivation, what especially the dance is going to communicate.
	C. Choice of music accompaniment	Use all the previously taught information — use of space, design, dynamics, etc.

Dance

When Taught	Progression of Skills	Teaching Hints
Grade 7-12	**JAZZ DANCE TECHNIQUE**	
	I. General Information	
	A. Warmups	
	B. Terminology	
	C. Dance attire	
	D. Safety	
	II. Exploration of Isolation	II. Through isolation, the dancer will become more aware of the body and train the mind to control movements in specific areas.
	A. Head	
	B. Shoulder, arms	
	C. Upper torso, rib cage	
	D. Hips, pelvis	
	III. Exploration of Body Center Floor Skills	
	A. Stretches	
	B. Contractions	
	C. Various hand and foot positions	
	D. Various body part placement	
	IV. Exploration of Locomotor Skills — Across-the-Floor Walk	
	A. Jazz walk	
	B. Jazz run	
	C. Catch step	
	D. Strut walk	
	E. Combinations of various locomotor movements	

Dance

When Taught	Progression of Skills	Teaching Hints
Grade 7-12	V. Exploration of Turns	
	VI. Exploration of Rhythms	VI. The use of jazz music is important in developing various rhythms. The development of syncopated rhythms is incorporated.
	VII. Exploration of Various Styles of Jazz	
	A. African	
	B. Afro-American	
	C. Modern Jazz	
	D. Broadway Stage Jazz	
	E. Lyric	
	F. Funki	
	G. Blues	
	H. Era Jazz 30's, 40's, 50's, etc.	

Dance

When Taught	Progression of Skills	Teaching Hints
	FOLK DANCE	
Grade 7 or 8	I. General Information	
	A. History	
	B. Terminology	
	C. Etiquette	
	II. Skills (Dance Steps)	II. Begin with simple lines or circles and familiar music. Students should perform basic walks or steps to music without a series of step combinations in the introductory classes.
	A. Walk	
	B. Run	
	C. Hop-step	
	D. Schottische	
	E. Polka	
	F. Heel and toe	
	G. Grapevine	
	III. Formations	
	A. Free	
	B. Single circle	
	C. Double circle	
	D. Squares	
	E. Lines	
	IV. Dances	IV. Inclusion of some or all of the dances listed will depend on records available and length of unit.
	A. Virginia Reel (U.S.A.)	
	B. La Raspa (Mexico)	
	C. Gay Gordons (Scotland)	
	D. Chesbogar (Hungary)	IV.D. Chesbogar is a fun, easy dance with slides.

Dance

When Taught	Progression of Skills	Teaching Hints
Grade 7 or 8	E. Troika (Russia)	
	F. Pattycake Polka (U.S.A.)	
	G. Wooden Shoes (Lithuania)	IV.G. Wooden Shoes includes a part where the partners swing and duck as if fighting and a clog step which students might enjoy.
	H. Hora (Israel)	IV.H. The tempo may be stepped up once skill is learned.
	I. Tropanka (Bulgaria)	IV.I. Tropanka is a vigorous but not difficult dance incorporating stamps.
	J. Miserlou (Greece, U.S.A.)	IV.J. Some students seem to have difficulty with this dance. Review timing carefully prior to teaching, and choose simplest version of the basic step.
	K. Tinikling (Philippine Bamboo Pole Dance)	
	L. Tarantella (Italy)	IV.L. The Neopolitan version is easier than other versions, but it is necessary to cue to progress through all parts.
	M. Mayim (Israel)	
	N. Rakes of Mallow (Ireland)	IV.N. This Irish folk dance has simple steps except for a "waving" section which will require a good demonstration and several walk-throughs.
	O. Irish Lilt	IV.O. Do not expect students to master all five steps.

Dance

When Taught	Progression of Skills	Teaching Hints
	SOCIAL DANCE	
Grade 9 or 10	I. Techniques, Leading and Following	
	II. Etiquette	
	III. Cha-cha-cha	
	A. Rhythm	
	B. Basic step	
	1. Forward	
	2. Backward	
	C. Sidestep or "H" step	
	D. Butterfly or crossover Full turn, last step	
	E. Conversation and back break	
	F. Chase	
	G. Combinations Varsouvienne position	
	IV. Foxtrot	
	A. Basic step, walking or promenade step	
	B. Side step or chasse	
	C. Closed position	
	D. Time and rhythmic pattern	
	E. Half box, box step	
Grade 11, 12	F. Dip	
	G. Magic step	
	H. Turn under	

Dance

When Taught	Progression of Skills	Teaching Hints
Grade 11-12	I. Conversation position	
	J. Open position	
	K. Leading techniques, following techniques	
	L. Twinkle step	
	M. Combinations	
Grade 9 or 10	V. Mambo	
	A. Basic step	
	B. Rhythm and timing	
	C. ½ box Mambo step	
	D. Styling	
	E. Breaks	
	1. Forward	
	2. Backward	
	3. Open	
	F. Mambo turn	
	G. Combinations	
	VI. Waltz	VI. Accent the first step of each measure.
	A. Rhythm and timing	
	B. Basic step	
	C. ½ box, box step	
	D. Turns	
Grade 11-12	1. To the right	
Grade 9 or 10	2. To the left	

Dance

When Taught	Progression of Skills	Teaching Hints
Grade 9 or 10	E. Forward	
	F. Ladies turn-under	
Grade 11, 12	G. Balance	
	H. Hesitation	
	I. Combinations	
	J. International or Viennese Waltz	
Grade 9 or 10	VII. Jitterbug or Swing	
	A. Basic step (Lindy)	
	B. 1. Single	
Grade 11, 12	2. Double	
	3. Triple	
Grade 9 or 10	B. Timing and rhythmic pattern — syncopated foxtrot	
	C. Breaks	
	1. Warmup	
	2. Turn-under	
	3. Elbow break	
	4. Pushaway	
	D. Style	
	E. Sugarfoot	
	F. Tuck-in turn	
	G. Combinations	

Dance

When Taught	Progression of Skills	Teaching Hints
Grade 11, 12	H. Rock 'n' Roll Variations	
	1. Rhythm	
	2. Basic step	
	3. Through-out break	
	4. Sugar push	
	5. R 'n' R Swivels	
	6. Shuffle	
	VIII. Rumba	
	A. Rhythm	
	B. Cuban Walk	VIII.B. Leg and hip movement, weight transfer like walking up stairs
	C. Timing and styling	
	D. Basic box step	
	E. Turns	
	1. Left turn	
	2. Right turn	
	3. Turn under	
	F. Breaks	
	1. Forward	
	2. Backward	
	3. Side	
	4. Open	
	G. Walk around	VIII.G. Gentlemen looks over his shoulder to the lady progressing in large circle around him.
	H. Variation	
	I. Combinations	

Dance

When Taught	Progression of Skills	Teaching Hints
Grade 9 or 10	IX. Tango	
	A. Rhythm	
	B. Basic step and tango close	
	C. Promenade step with tango close	
	D. Timing and styling	
	E. Tango break	
Grade 11, 12	F. Corte	
	G. Turns	
	1. Break turn	
	2. Half turn	
	3. Full turn	
	H. Cross step	
	I. Double cross step	
	J. Break step	
	K. Fan	
	L. Combinations	
Grade 9 or 10	X. Samba	
	A. Samba rhythm	
	B. Basic step	
	C. Styling	
Grade 11, 12	D. Chassé (side step)	
	E. Turns	
	1. Right	
	2. Left	
	3. Reverse	

Dance

When Taught	Progression of Skills	Teaching Hints
Grade 11, 12	F. Open step	
	G. Variations	
	H. Combinations	
	XI. Merengue	XI. Lame Duck or "Peg Leg" idea Although an easy dance, teach after the Rumba.
	A. Rhythm and styling	
	B. Basic step, side	
	C. Styling incorporated to step	
	D. Ladder (stair) step	
	E. Turns	
	F. Combinations	
Grade 9, 10	XII. Variety Dances	
	A. Polka	
	B. Charleston	
Grade 11, 12	C. Discotheque dances of the 60's	
	D. Bossa Nova	
Grade 9, 10	XIII. Terminology	
Grade 11, 12	XIV. History	
Grade 9-12	XV. Sharing Knowledge and Skill with Others	XV. Sharing should be volunteered throughout the unit.

Dance

When Taught	Progression of Skills	Teaching Hints
	SQUARE DANCE	
All grades	I. General Information	I. Preview all records before teaching. Use a microphone for effective directing of dancers. Instruct students to square their sets after making a mistake.
	A. Etiquette	
	B. Dancer identification	
	C. Dance formation	
	1. Square	I.C.1. Use tape to mark basic positions. Couple 1 has back to the wall where music is located.
	2. Round or circle	
	D. Attire	
	E. Timing	
	F. Honors	
Any grade level	II. Individual skills	II. Skills are listed in progressive order and can be learned in a large circle formation as well as a square formation.
	A. Circle-square calls	II.A. Square Dance should be done to a walk step, not a shuffle nor a skip.
	1. Forward and back	
	2. Circle left and right	
	3. Walk	
	4. Do-sa-do	
	5. Swing	
	6. Couple promenade	
	7. Single file promenade	II.A.7. Students may enjoy promenading with the lady in the lead, Indian style.
	8. Allemande left	
	9. Grand right and left	
	10. Arm turns	

When Taught	Progression of Skills	Teaching Hints
Any grade level	B. Square formation calls 1. Split the ring 2. Courtesy turn 3. Square through 4. Bend the line 5. Two ladies chain 6. Right and left through 7. Circle ladies chain 8. Four ladies chain 9. Right hand star 10. All around your left hand lady 11. See Saw 12. Do Paso 13. California twirl 14. Weave the ring 15. Cross trail 16. Couple wheel around 17. Rollaway with a half sashay 18. Box the gnat 19. Allemande thar star 20. Red hot promenade 21. Suzy Q 22. Chain back Dixie style	

Dance

When Taught	Progression of Skills	Teaching Hints
Any grade level	23. All eight chain 24. Chain three quarter round 25. Alamo style 26. Ladies back track 27. Girls roll out 28. Girls roll back 29. Four couples back track 30. Eight chain three 31. Wheel chain 32. U-turn back 33. Slip the clutch 34. Wrong way thar 35. All four couples right and left through 36. Left square through 37. Strip the gears 38. Eight rollaway with a half sashay 39. Ocean wave 40. Wheel and deal	

FIELD HOCKEY

INSTRUCTIONAL OBJECTIVE

1. To execute the fundamental skills of field hockey such as dribbling, passing, tackling, dodging, shooting, intercepting, and goalkeeping

2. To participate in a game situation, displaying proper positioning and field coverage

3. To name the rules and terminology unique to field hockey

SAMPLE ASSESSMENT MEASURES

Student will:

1. Execute the push pass, using the proper techniques of hand position, body position, contact with power, and follow through

2. Execute an interception with the stick, using proper techniques of hand position, body position, angle of approach, and contact

3. Demonstrate the proper field position and coverage in relationship to ball movement

4. Identify the playing positions

5. List and interpret rules and regulations

When Taught	Progression of Skills	Teaching Hints
Grade 8	I. Selection of Equipment	
	A. Size of stick	
	B. Shin guards	
	C. Shoes	
	II. Care of Equipment	
	III. Safety	
	IV. Stick Technique	
	A. Holding and carrying position	
	B. Dribble	IV.B. Use cones for practicing the dribble. IV.B-E. Perform drills indoors with socks on the sticks. Drills should first be done in a small area.

Field Hockey

Grade 8	C. Stopping the ball	IV.C. Receive from the right and left sides, in the front, and from the rear.
	D. Passing	IV.D. Triangle formation may be used. Passing may be practiced stationary, then moving with partners.
	1. Push pass	
	2. Drive to left	IV.D-E. Teach passing and tackling together with three offensive players against two defensive players.
	3. Drive to right	
	E. Tackles	
Grade 9	1. Straight	
	2. Circular	
Grade 8	3. Left hand lunge	
	V. Basic Rules and Fouls	
	A. Sticks	V.A. If teaching boys to play, use a penalty time whenever sticks occurs. The offender stays out of the game until a goal is scored.
	B. Wrong side of stick	
	C. Advancing	
	D. Obstruction	
	VI. Dodges	
	A. Non stick	
	B. Pull to	
	VII. Game Introduction	VII. When introducing the game to boys, use rules from the Men's Field Hockey Association and obtain audiovisual aids when possible. For more information for boys, contact: R.G.R. Kentwell U.S. Olympic Coach for Men's Field Hockey 139 East 13th Street New York City, N.Y. 10003
	A. Positions	
	B. Marking	
	C. Game Play	

Field Hockey

When Taught	Progression of Skills	Teaching Hints
Grade 8	VIII. Offensive Play	
	A. Forward line play	
	B. Centering	
	C. Taking free hits	
Grade 9	D. Taking corner hits	
Grade 8	E. Shooting goals	
	F. Bully	
	G. Clearing plays	
	IX. Defensive Play	
	A. Intercepting	
	B. Free hits	
Grade 9	C. Corners	
	D. Tackling back	
Grade 8	E. Goalkeeping	IX.E. Do not use a poorly coordinated student as goalie.
	X. History	
All grades	XI. Rule Interpretation	
	XII. Advanced Skills and Strategy	
	A. Skills	
Grade 10	1. Left job	
	2. Non-stick tackle	
Grade 9	3. Scoop pass	
	4. Scoop dodge	

FLAG FOOTBALL

INSTRUCTIONAL OBJECTIVES

1. To execute the fundamental skills of flag/touch football such as catching, passing, punting, kicking, and blocking
2. To identify player positions, rules, safety procedures, and terminology unique to flag/touch football
3. To demonstrate proper player movement, application of rules, team strategies, and sportsmanship in a game situation

SAMPLE ASSESSMENT MEASURES

Student will:

1. Execute the skill of punting, demonstrating proper form
2. List the various positions on a football team and identify the responsibilities of each position
3. Demonstrate proper pass coverage against a passing play

When Taught	Progression of Skills	Teaching Hints
Grade 7	I. General Information	I.A. Introduce game concepts throughout unit where applicable. Junior size footballs should be made available in junior high school. A limit of one huddle per first down has been suggested. The ball may be called dead after it is touched and hits the ground. For Flag Football, two flags should be used, with the belt outside the clothing. Ties may be used if flags are not available. The runner may not protect his own flags.
	A. Game Concepts	
	B. History	
	C. Rules	
	D. Safety	
	II. Individual Skills	
	A. Stance	II.A. One-on-one drills may be helpful to the learner.
	1. Offensive lineman	
	2. Defensive lineman	
	3. Offensive backfield	
	4. Defensive backfield	

Flag Football

When Taught	Progression of Skills	Teaching Hints
Grade 7	B. Centering	II.B. Long and short could be included. Ball must be sent through the legs.
	C. Forward passing	II.C. Combination passing, receiving, and pass defense drills may be used effectively.
	D. Blocking	
	E. Receiving	II.E. For smaller hands, partially deflate balls to learn this skill.
	1. Forward pass	
	2. Punt	
	3. Kick-off	
	F. Punting	II.F. "Punt Back" is a lead-up game which improves punting ability.
Grade 8 or 9	G. Place kicking	
Grade 7	H. Ball carrying	
	III. Team Coordination	
	A. Offensive strategy	III.A. An unlimited passing game may be played. This allows every player to run, pass, and catch. The game may also be adapted to a 50-yard field with goal lines and sidelines only. Each team is allowed 3 downs to score. Passing is allowed on kick-off return.
Grade 9	1. Running formations	
	2. Passing formations	
	3. Punting formations	
	4. Kick-off formations	
	5. Running patterns	
	6. Pass patterns	
	7. Blocking assignments	
	8. Highly organized patterns	
	B. Defensive strategy	III.B. Man-to-man defense has been recommended. A defender may not leave his feet (dive) to play the ball, to pull a flag, or to block. The defense may not go over the center.
	1. Running attack	
	2. Man-to-man pass defense	
	3. Zone pass defense	
	4. Highly organized patterns	

GOLF

INSTRUCTIONAL OBJECTIVES

1. To execute the fundamental skills of golf, including grip, stance, swing, and shot-making
2. To display a working knowledge of the rules and golf etiquette
3. To exhibit and apply terminology
4. To identify the safety procedures used in golf

SAMPLE ASSESSMENT MEASURES

Student will:

1. Demonstrate either the overlapping or interlocking grip
2. Demonstrate the golf swing, using a selected club
3. List and describe a variety of scoring techniques
4. Exhibit safety procedures and rules application during the course of play

When Taught	Progression of Skills	Teaching Hints
Grade 8	I. General Information	I. Use door mats as a hitting surface indoors. The long jump pit can be used as a sand trap. A short course might be designed to help teach certain aspects of the game.
	A. History	
	B. Safety	I.B. A restraining line may be used as in archery, when working on the swing.
	C. Etiquette	
	D. Terminology	
	E. Rules	
	F. Use and care of equipment	
	II. Individual Skills	
	A. Grip	II.A. A club with a pre-form grip may be obtained.
	1. Overlapping	
	2. Interlocking	

Golf

When Taught	Progression of Skills	Teaching Hints
Grade 8	B. Stance	
	1. Square	
	2. Open	
	3. Closed	
	C. Swing	II.C. A double line formation, with all swings going outward, may be used.
	1. Address position	
	2. Backswing	
	3. Downswing	
	D. Shot-making	
	1. Short-iron play	
	a) Chipping b) Pitching	
	2. Mid-irons	
Grade 9	3. Long-irons	
	4. Driving	
	5. Fairway woods	
Grade 8	6. Putting	
Grade 9	7. Sand trap shots	
	a) Explosion shot b) Using the putter c) Chipping	

Golf

When Taught	Progression of Skills	Teaching Hints
Grade 9	E. Course Experience	II.E. The following information may be shared with students: **Driving Ranges:** 1. University of Maryland 2. Greenbriar 3. Rocky Gorge 4. Fairways 5. Burn Brae 6. Paint Branch **Public Golf Courses:** 1. Sligo 2. Needwood 3. Northwest Park 4. Laytonsville 5. Redgate 6. Falls Road In addition, a miniature course may be set up using cones, hula hoops, field white circles. Expertise should be sought in the selection of clubs for students' personal investment.
	1. Club selection	
	2. Strategy	
Grade 8	3. Reading greens	
Grade 9	III. Competition	
	A. Match play	
	B. Medal play	
	1. Best ball	
	2. Scotch foursome	
	3. Gross score	
	4. Net score	

GYMNASTICS

INSTRUCTIONAL OBJECTIVES

1. To demonstrate fundamental skills on a variety of apparatus and to combine these skills to form routines in accordance with the rules of gymnastic competition

2. To demonstrate acceptable safety measures in the transporting, setting up, and use of the different pieces of gymnastic apparatus

3. To demonstrate correct spotting and safety procedures unique to each apparatus and specific skill

4. To identify and compare the various degrees of difficulty in an A, B, or C skill

SAMPLE ASSESSMENT MEASURES

Student will:

1. Perform a routine on the horizontal bar which will find individual skills and a dismount following the competitive rules of gymnastics

2. Demonstrate safety procedures established by the instructor in setting up and dismantling a set of uneven parallel bars

3. Display correct spotting position and procedure to assist a performer in three different short horse vaults

4. Identify the difficulty rating of different gymnastic skills

When Taught	Progression of Skills	Teaching Hints
	BALANCE BEAM	
Grade 7	I. General Information	
	A. Use and care of equipment	
	B. Safety and spotting	I.B. This should be stressed through the unit.
	II. Skills	II. A, B, C, D, F, H, J, K, T, W, X, Y, Z. These skills can be practiced on low beam first.
	A. Walk	
	1. Forward and backward	
	B. Turns and pivots	
	C. Knee scale	

Gymnastics

When Taught	Progression of Skills	Teaching Hints
Grade 7	D. Front scale	
	E. Straddle-jump dismount	
	F. Chaisse	II.F. At least one day spent on dance techniques is recommended.
	G. Run on mount	
	H. V seat	
	I. Knee-scale dismount	
Grade 8	J. Leap	
	K. Jumps	
	L. Straddle mount	
	M. Squat mount	
	N. Wolf mount	
	O. Forward roll	
Grade 9	P. Back shoulder roll	
Grade 8	Q. Round-off dismount	
	R. Straddle swing ups	
Grade 9	S. Run on mount	
	T. Splits	II.T. Perform splits with and without the use of hands.
	U. Handstand dismount	
	V. Shoulder balance	
	W. Cartwheel	
	X. Needle scale	II.X. The needle scale may be practiced against the wall.
Grade 10	Y. Back walkover	
	Z. Front walkover	
	AA. Fence dismount	
	BB. Leap to a front scale	

Gymnastics

When Taught	Progression of Skills	Teaching Hints
Grade 10	III. Routines A. Compulsory B. Original 1. Teacher assigned 2. Student generated	III. Routines could be short but should be used at any level of skill work. When possible, practice routines on the floor first.

Gymnastics

When Taught	Progression of Skills	Teaching Hints
	FLOOR EXERCISE (GIRLS)	
Grade 7	Use and Care of Equipment	Stressed through unit
	Safety and Spotting Skills (tumbling)	
	Forward Roll (tuck)	Lean forward
	Backward Roll (tuck)	Keep elbows in.
	Backward Roll (straddle)	Push arms when hips are overhead.
	Standing Dive Roll	Lift hips and shoulders quickly.
	Two Foot Take-off Hurdle	Keep shoulders over toes when jumping.
	Standing Cartwheel	Kick towards handstand and watch floor.
	Run Hurdle (skip)	Separate legs quickly.
	Run Cartwheel	Keep arms extended over head.
Grade 8	Forward Roll (straddle)	Lean forward quickly.
	Back Extension Roll	Keep head down and keep hollow.
	Run Dive Roll	Keep arms extended till landing.
	Neck Kip	Push and kip quickly.
	Run Roundoff	Push off and turn in at same time.
	Run Front Handspring	Keep arms over head and kick hard.
	Headspring (with rolled mat)	Extend legs into kip quickly.
Grade 9	Back Roll (pike)	Roll quick, push hard.
	Headspring on Mat (without rolled mat)	Extend legs into kip quickly.
	Back Handspring or Flip Flop	Off balance only on pushoff.

Gymnastics

When Taught	Progression of Skills	Teaching Hints
Grade 10	Forward Roll Pike	Lean forward very quickly with good push.
	Back Extension to Handstand	Keep head down, open legs hollow.
	Roundoff Back Handspring	Back straight, arms overhead
	Run Front Handspring Walkout	Good shoulder extension; kick hard.
	Run Front Flip	Quick hip lift, and hands back to knees
Grade 7-12	Routines	
Grade 7	Hollow Body Position	Directions on exercise sheet
	Single Leg Circles	Keep back straight.
	Side Scale (balance move)	Keep good body line.
	Front Scale (balance move)	Arch small of back before lifting leg to scale.
	Frog Handstand	Use fingertip for control.
	Headstand	Keep triangle (head & hands).
Grade 8	Press Headstand	Start with straddle press.
	Swedish Fall (single leg)	Keep back straight.
Grade 9	Kick to a Held Handstand	Work the hollow body position.
	Swedish Fall (double leg)	Keep back straight.
	Straddle Touch (from hurdle)	Keep back straight and lift legs quickly.
Grade 10	Handstand Pirouette	Use shoulder extension.
	Y Scale (flexibility & balance)	Work front splits to help.
	Press Handstand (balance & strength)	Start with shoulder over hands.

Gymnastics

When Taught	Progression of Skills	Teaching Hints
	FLOOR EXERCISE (BOYS)	
Grade 7-10	I. General Information	
	A. Safety	
Grade 7	B. Spotting	
	II. Skills	
	A. Tumbling	
	1. Isolated Skills	II.A.1. Forward and backward rolls, handstand, cartwheel, roundoff, forward roll to arabesque
	2. Combinations of forward and backward rolls	II.A.2. Walkout, leap, jump, etc.; backward roll to lunge, knee scale, etc.
	B. Leaps	
	1. Stride, stage, side, pas de chat (dut leap)	
	C. Jumps	
	1. Pike, arch, squat, tuck, straddle, changement	
	D. Turns: 180° & 360° on one foot	II.D. Emphasize spotting and arm and head positions.
	E. Locomotive moves	
	F. Hitchkick	
	G. Knee spin	
	H. Body wave	
	I. Ballet	
	1. Arm & feet positions	
	2. Attitude, arabesque	
Grade 8	J. Tumbling	
	1. Isolated skills	II.J.1. Walkovers, limbers, back extension, front and back, handsprings, dive cartwheel
	2. Variations of handstands, cartwheels, and walkovers	

Gymnastics

When Taught	Progression of Skills	Teaching Hints
Grade 8	3. Combination of Skills	II.J.3. Backward roll to handstand, straddle down; cartwheel to arabesque or split
	K. Leaps	
	1. Split, attitude	
	2. With change of legs	
	L. Jumps with turn	
	M. Turns into balance element	
	O. Locomotive moves	
	1. Combinations	
	2. With change of directions	
	P. Seat spin	
	Q. Roll to body arch	
	R. Ballet	
	1. Glissade	
	2. Chasse'	
Grade 9	S. Tumbling	
	1. Isolated skills	II.S.1. Front and side aerials, roundoff back handsprings, back and front somersaults
	2. Combinations of forward and backward moves	
	T. Leaps with turns	
	U. Series of jumps	
	2 or 3 similar or different	
	V. Double turns on one foot	
	W. Ballet	
	Sissone, cabriole	
	X. Back spin with split leg circles	

Gymnastics

When Taught	Progression of Skills	Teaching Hints
Grade 10	Y. Tumbling	
	1. More than 2 skills in a continuous series	
	2. Forward and backward series	
	Z. Leaps with turn into balance element	
	AA. Jumps with turn into balance element	
	BB. Full turn in the air	
	CC. Illusion	
	DD. Combinations of tumbling and dance moves	II.DD. Have student combine 2 tumbling moves with a turn, or a series of 3 moves showing change in levels.
	EE. Transitional moves	II.EE.1, 2, 3. Emphasize use of arms, hands, and head; encourage students to be creative and original.
	1. Change in direction	
	2. Change in levels	
	3. Change in tempo	
	III. Routines	
	A. Compulsory	
	B. Optional	III.B. Students should be encouraged to create their own moves and combinations of moves. Start by having student compose a single pass combining elements of tumbling and dance, or utilizing changes in directions or levels.
	1. Teacher assigned	
	2. Student generated	

Gymnastics

When Taught	Progression of Skills	Teaching Hints
	HORIZONTAL BAR	
All grades	I. General Information	
	A. Use and care of equipment	
	B. Safety	I.B, C. Include this information wherever it is applicable and reinforcement is appropriate.
	C. Spotting techniques	I.C. Spotting is unique for each skill. An 8″ crash mat provides additional safety. Gymnastic chalk should be available. The horizontal bar should be sanded regularly.
	II. Bar at Chest Height	
Grade 7	A. Front rest support	
	B. Push-off back dismount	
	C. Half lever position	
	D. Forward turnover	
	E. Skin the cat	
	F. Single knee hand	
	G. Knee swing up	
	H. Forward dismount	
	I. Hip swing up	
Grade 8	J. Short under swing dismount	
	K. Single knee circle backwards	II.K. Sweat pants, long pants, or a towel could be used when learning knee circles.
	L. Single knee circle forward	
Grade 9	M. Preparation for the kip	
	N. Drop kip	
	III. High Bar	
	A. Cast swing	
	B. Skin the cat	
	C. Monkey hang	

When Taught	Progression of Skills	Teaching Hints
Grade 9	D. Swing and dismount rear	
	E. Hip swing up	
	F. Single knee swing up	
	G. Single knee circle backward	
	H. Single knee circle forward	
	I. Backward hip circle	
Grade 10	J. Forward hip circle	
	K. Backward free hip circle	
	L. Hock swing dismount	
	M. Kip	III.M. Teachers may put students through the initial part of the kip by manually lifting the student's legs to the backswing.
	N. Drop kip	
	O. Reverse to back kip	
	P. Heel circle forward	
	IV. Routines	IV. Skill combinations for different levels of difficulty may be used. Routines may be specific to grade level. These may also serve as a motivational device.
All grades	A. Student constructed	
Optional	B. Varsity routine	

Gymnastics

When Taught	Progression of Skills	Teaching Hints
	PARALLEL BARS	
Grade 7	I. General Information	I. When introducing new activity, demonstrate correct skill execution of spotting technique. Specify one end of the bars as the mounting end and other as the dismounting end. Use proficient students to assist fellow students. Consider the safety and appropriateness of uniforms for this activity. Allow students to choose activities to combine for a routine. Guide them in utilizing skills at their particular skill level. Teachers and students should adjust bars carefully so that fingers are not caught. As a safety technique, have students learn to turn sideways as they fall. Spotters should spot below the bars.
	A. Safety	
	B. Individual spotting techniques	
	C. Use and care of equipment	
	II. Mounts	
	A. Chain mount	
	B. Jump-on mount	
Grade 9	C. Single leg cut-on mount	
	D. Straddle forward mount	
	III. Dismounts	
Grade 7	A. Front dismount	
	B. Rear dismount	
	C. Single leg cutoff	
Grade 8	D. Doubles cuton	
	IV. Stunts	
Grade 7	A. Straight arm support	
	B. Straight arm walk	
	C. Swing from shoulders	
	D. Grasshopper walk	
	E. Dips	
	F. Straddle seat travel	
	G. Front support turn	
	H. Inverted hang	
	I. Upper arm swing	

When Taught	Progression of Skills	Teaching Hints
Grade 8	J. Swinging dips	
	K. Shoulder stand	IV.K. Use mat over the bars as a preliminary teaching technique for the shoulder stand.
	L. Shoulder stand roll	
	M. Front uprise	
	N. Back uprise	
Grade 9	O. Top kip	
Grade 10	P. Hand balance	IV.P. Low parallel bars may be used for learning the hand balance.
	Q. End kip	
Grade 11	R. Cast	
	S. Glide kip (mount)	
	T. Handstand press (bent arms and legs)	
	U. Handstand press (stiff arms)	
	V. Double leg cut and catch	
	W. Peach basket	
Grade 7-12	V. Routines	V. Composed by student and/or teacher
	A. Student optional routines	
Grade 9-12	B. Varsity routines	

Gymnastics

When Taught	Progression of Skills	Teaching Hints
	ROPES	
All grades	I. General Information	I. Students should be instructed to wear long pants and not to slide down the rope.
	A. Safety	
	B. Spotting techniques	
	C. Competitive rules	
	II. Individual Skills	
	A. Nonascending stunts	
Grade 7	1. Lower back to floor and up	
	2. Stand and seat mount	
	3. Chin on ropes	
	4. Chin in one-half lever position	
	5. Invested hand	
	6. Rocking chair (birds nest)	
	7. Skin the cat	
	B. Ascending skills	II.B. A timed climb may be used. Four students may race against each other. The halfway point should be marked on the ropes.
	1. Foot and leg lock climb	
Grade 8	2. Stirrup climb	
Grade 7	3. Cross-legged climb	
	4. Cross-legged descent	
Grade 8	5. Make fast and rest	
	6. Descend, using stirrup	II.B.6. Students should be cautioned to reserve sufficient energy to climb down.
Grade 9	7. Climb, using hands only	
	8. Climb in one-half lever position	
	9. Ascend, transfer ropes, and descend	

Gymnastics

When Taught	Progression of Skills	Teaching Hints
	STILL RINGS	
Grade 7	I. General Information	I. The VTR has been used as an effective learning tool. Photographs of students performing is an inexpensive motivation.
	A. Use and care of equipment	
	B. Safety	I.B. & C. Demonstrate/emphasize proper spotting techniques when introducing new skill activity. Appoint student leaders in a homogeneous group. Gymnastic chalk should be availabie.
	C. Spotting techniques	
	II. Activities	II. An assistant to steady the rings should be provided to prevent undesired swinging during performance.
	A. Grips	
	B. Swinging	
	C. Inverted pike hang	
	D. Skin the cat	
	E. Birds nest	
	F. Angel	
	G. Inverted hang	
	H. Monkey hang	
Grade 9	I. Half Iron Cross	
Grade 7	J. Chins	
	1. Regular	
	2. To one side and then other	
	3. Pike	
Grade 8	K. Single leg cutoff	
	L. Double leg cutoff (straddle)	
	M. Muscle up	
	N. Straight arm support	
	O. Forward roll	

Gymnastics

When Taught	Progression of Skills	Teaching Hints
Grade 8	P. Front up rise	
	Q. Back up rise	
	R. Kip (to support)	
	S. Dislocate	II.S. A crash mat and additional mats should be used when teaching the Dislocate.
	T. Inlocate	
Grade 10	U. Back pull over	
	V. Shoulder balance	
	W. Hand balance	
	X. Iron Cross	
	Y. Flyaway	
Grade 7-12	III. Routines	III. Encourage students to choose activities for a routine. Guide them in working on skills at their particular skill level.
	A. Student created	
	B. Teacher created	III.B. Sample routines which are teacher-devised may contain up to seven skills.

Gymnastics

When Taught	Progression of Skills	Teaching Hints
	TRAMPOLINE	
	I. General Information	I. Lock trampoline when not in use. Insist on a minimum of six persons spotting before activity can begin. Videotaping a short routine or combination of skills, especially twisting, assists student progress and interest.
Grade 7	A. Use and care of equipment	
	B. Safety	
	C. Spotting techniques	
	II. Skills	II. Various skills may be combined at any level of skill.
	A. Mounts	
	B. Dismount	
	C. Controlled bounce and step	II.C. Emphasize soft landing.
	D. Half turn	
	E. Full turn	
	F. Tuck bounce	
	G. Straddle jump bounce	
	H. Pike bounce	
	I. Seat drop	
	J. Knee drop	
	K. Seat, knee, seat	
	L. Seat, one-half turn, stand	
	M. Swivel hips	
	N. Hand-knee drop to front	
Grade 8	O. Seat drop to front	
	P. Front drop	II.P. The use of a good progression is recommended such as knee drop to donkey drop to front drop. Extension of all fours should be emphasized. The student should aim the belt area for the + on the tramp. The chest should *not* hit first.

Gymnastics

When Taught	Progression of Skills	Teaching Hints
	Q. Turntable	II.Q. One-half and full turntables may be attempted.
	R. Back drop	
Grade 9	S. Back drop, one-half turn	
	T. Cradle	
	U. Knee drop to somersault	
Grade 10	V. Front flip	II.V. The instructor should make sure the student is advanced enough before permitting flips or advanced skills.
Grade 9	W. Back pullover	
Grade 10	X. Back flip	
	Y. Seat drop -- full twist — seat drop	
	Z. Back layout	
	AA. Baroni	

Gymnastics

When Taught	Progression of Skills	Teaching Hints
Grade 7	**TUMBLING**	
	I. General Information	I. Safety and spotting should be emphasized with each skill. No student should ever spot a person larger than himself/herself. The crash mat should be provided for additional safety.
	A. Safety	
	B. Spotting techniques	
	II. Skills	II. Strength and flexibility differences will dictate sequential order of skills. If possible, group students by ability level.
	A. Side roll	
	B. Shoulder roll	II.B. After front shoulder roll is mastered, side shoulder roll may be introduced.
	C. Forward tuck roll	
	D. Back tuck roll	
	E. Tripod	
	F. Headstand	
	G. Front straddle roll	II.G. Finish roll in a seat or stand.
	H. Back straddle roll	
	I. Pull up headstand	
	J. Handstand	
	1. Stag handstand	
	2. Handstand pirouette	
	K. Backbend to stand	
	L. Cartwheel	II.L. As skills progress in difficulty, the limited student may be more motivated by double stunts.
	M. Roundoff	
Grade 8	N. Forearm headstand	
	O. Limber	
	P. Dive roll	
	Q. Back pike roll	
Grade 9	R. Back extension	

Gymnastics

When Taught	Progression of Skills	Teaching Hints
Grade 8	S. Kip	
	T. Headspring	II.T. A rolled mat may help students learn this skill.
	U. One-hand cartwheel	
	V. Back walkover	II.V. Pullover and back kickover are good lead-up activities for back walkover.
	W. Front walkover	
Grade 9	X. Front pike roll	
	Y. Handspring	
	Z. Walk out handspring	
	AA. Back handspring	
	BB. Tinsica	
	CC. Valdez	
Grade 10	DD. Aerial cartwheel	
	EE. Roundoff, back handspring	
	FF. Aerial walkover	
	GG. Back aerial	
	HH. Front aerial	

When Taught	Progression of Skills	Teaching Hints
	UNEVEN PARALLEL BARS	
Grade 7	I. General Information	
	A. Conditioning	
	B. Safety	I.B. A crash pad should be used for additional safety.
	C. Spotting techniques	I.C. The location of the spotter should depend upon the skill being executed. New skills require new techniques and reinforcement throughout the unit.
	D. Care and use of equipment	I.D. Caution students about avoiding pinched fingers when adjusting bars. Security of bars should be determined after adjustments. Students should wear tights or a one-piece body suit for comfort. Footies (golf socks), worn nap side out, provide protection when gymnastic shoes are not owned by the students.
	II. Skills	II. Form should be emphasized throughout.
	A. Grips	
	1. Forward	
	2. Reverse	
	3. Mixed	
	4. Eagle	
	B. Jump to front support	
	C. Single leg swing up	
	D. Beat swing squat over	II.D. Move into this skill from a long hang on high bar to low bar.
	E. Swing one leg from front support to crotch support.	
	F. One-half turn from crotch support to sitting position on low bar	II.F. Both hands should remain on the high bar.
	G. One-half turn back to front support	
	H. Forward knee circle	II.H. A towel or tape on the bar might minimize discomfort.
	I. Cast off backward dismount	

Gymnastics

When Taught	Progression of Skills	Teaching Hints
Grade 7	J. Back hip pullover to front support	II.J. Learn this skill on the low bar.
	K. Long hang to beat swing straddle over low bar	
Grade 8	L. Mill circle	
	M. Cast away and return to support.	
	N. Back hip circle	
Grade 9	O. Front hip circle	
Grade 8	P. Stem rise	II.P. Both single and double leg may be taught.
Grade 9	Q. Front hip circle mount	II.Q. Mount on low bar.
Grade 8	R. Underswing dismount	II.R. Perform on both low and high bars.
Grade 9	S. Cast to shoot through to crotch support	
	T. L-seat drop back to pike swing	
	U. Sole circle dismount	
	V. Cast to fake wrap	
	W. Kries Kekre	
	X. Pike swing back to seat rise	
	Y. Glide kip	II.Y. Some variations may be tried such as single and double leg jam through to seat rise.
Grade 10	Z. Long hang kip	
	AA. Sole circle	
Grade 9	BB. Cast to back hip circle wrap	
	CC. Squat through to seat	II.CC. Consider a double leg shoot through.
Grade 10	DD. Drop kip	
	EE. Eagle catch	
	FF. Sole circle catch	

Gymnastics

When Taught	Progression of Skills	Teaching Hints
Grade 10	GG. Seat circle	
	HH. Handstand, one-fourth turn dismount	
	II. Glide, one-half turn, glide kip	
	JJ. Kip catch	
	KK. Straddle vault mount	
	LL. Straddle cut-n-catch	
	MM. Free hip circle	
	NN. Sole circle, back flip dismount	
	OO. Heckt dismount	

Gymnastics

When Taught	Progression of Skills	Teaching Hints
	VAULTING	
All grades	I. General Information	I. It is imperative to review spotting techniques unique to *each* vault. Students should not be permitted to vault in socks. The vaulter should announce to the spotter what vault is to be attempted. The use of a padded Reuther board is recommended as well as the crash pad. Sufficient approach distance to the Reuther board should be provided as well as space between the board and the horse. The position of the landing mat should be checked after each vault.
	A. Safety and spotting	
	B. Use and care of equipment	
	C. Competitive rules	
	II. Reuther Board Skill	
Grade 7	A. Approach	
	B. Take off	
	C. Landing	
	III. Short Horse and Buck Skills	
	A. Knee mount	
	B. Squat mount	
	C. Squat vault	
	D. Flank vault	
	E. Face vault	
	F. Straddle mount	
	G. Straddle vault	
	1. Straddle with a half turn	
Grade 8	H. Rear vault	
	I. Wolf vault	
	J. Stoop vault	
Grade 9	K. Thief vault	
	L. Headspring	

Gymnastics

When Taught	Progression of Skills	Teaching Hints
Grade 10	M. Layout squat	
	N. Layout straddle	
	O. Handspring	III.O. The trampoline as a landing area might be used in the early learning stages. Cover the frame with a mat.
	IV. Long Horse Vaulting Skills	
Grade 8	A. Straddle	
	B. Forward roll	IV.B, E, F. A mat placed on the horse may help the learner.
	C. Squat	
Grade 9	D. Cartwheel	
Grade 10	E. Headspring	
	F. Neckspring	

SOCCER

INSTRUCTIONAL OBJECTIVES

1. To demonstrate the fundamental skills of soccer such as passing, dribbling, trapping, tackling, shooting, and throw-in
2. To participate in a game situation utilizing rules, proper positioning, team work, and game strategies
3. To improve cardio-respiratory endurance through active participation

SAMPLE ASSESSMENT MEASURES

Student will:

1. Demonstrate the single leg trap
2. Describe the functions of forwards, halfbacks, fullbacks, and goalies
3. Demonstrate leadership abilities when appointed team captain

When Taught	Progression of Skills	Teaching Hints
Grade 7	I. General Information	I. On nonregulation fields, cones may be used for goals. Balls travelling above the goalie's outstretched arms are out of bounds.
	A. Safety	
	B. Use and care of equipment	
	C. Rules	
	D. Terminology	
	II. Passing	II. Passing, trapping, and heading skills may be practiced in relays.
	A. Dribbling	
	B. Inside of foot	
Grade 8	C. Outside of foot	
Grade 7	D. Instep kick	
	E. Push kick	
	F. Passing to the left and to the right	

Soccer

When Taught	Progression of Skills	Teaching Hints
Grade 7	III. Traps	
	A. Sole of foot	
	B. Single leg	
Grade 8	C. Chest	
Grade 7	D. Knee	
Grade 8	E. Thigh	
Grade 7	IV. Playing Responsibility	IV. Instructors should rotate students' playing positions so that everyone gets to play forward line at some time.
	A. Forward play	
	B. Halfback play	
	C. Fullback play	
	D. Goalie play	
Grade 8	V. Tackling	
	A. Front	
	B. Side	
Grade 7-8	VI. Advanced Skills	
	A. Foot volley	
	B. Heading	VI.B. Tie a tether ball to the goal post for practice. The students should keep their feet on the ground when heading.
	C. Blocking	
	VII. Offensive Play	
Grade 7	A. Passing	
Grade 8	B. Dodging	VII.B. Monkey-in-the-middle may be played in the center circle.
Grade 7	C. Free kick	

Soccer

When Taught	Progression of Skills	Teaching Hints
Grade 7	D. Corner kick	
	E. Penalty kick	
	F. Throw in	
Grade 9	G. Switching	
Grade 7	H. Shooting	
	VIII. Defensive Play	VIII. Learning may be aided by playing without a goalie.
	A. Intercepting	VIII.A. Intercepting and attacking from the front should be emphasized to avoid pushing from the rear.
	B. Free kick	
	C. Corner kick	
	D. Penalty kick	
	E. Throw in	
	IX. Game Play	IX. Restrict players to position areas and stress position play. Younger players may do better in half-field games. In cold weather, two-ball soccer without sidelines could be played. A conditioning game called Sacrosse, uses two circular goal areas (crease), 15′ in diameter, with a ball in the center of each. The stationary ball must be hit by the playing ball to score a goal. No one may go into the crease to score. No boundaries are used. Any number may play.
Grade 8	X. Advanced Strategy and Play	

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SOFTBALL

INSTRUCTIONAL OBJECTIVES

1. To demonstrate the skills of softball such as batting, throwing, pitching, catching, and fielding
2. To participate in a game of softball and demonstrate the skill necessary for a selected position
3. To utilize safety measures through proper use of equipment and playing areas

SAMPLE ASSESSMENT MEASURES

Student will:

1. Demonstrate the mechanics of fielding a ground ball
2. Demonstrate the skills required for a selected position
3. Use the face mask when playing the position of catcher

When Taught	Progression of Skills	Teaching Hints
Grade 7	I. General Information	I. Aluminum bats are recommended for economy.
	A. Safety	I.A. Catchers should be made to wear masks. A bench for the batting team should be positioned behind the backstop. The on-deck batter also stays in the protected area. If the number of backstops is insufficient for the number of games, define safe waiting areas by lining with field white or setting out cones.
	B. Use and care of equipment	
	C. Terminology	
	II. Rules and Umpiring	
	III. Throwing and Catching Skills	
	A. Throwing	
	1. Underhand	
	2. Overhead	

Softball

When Taught	Progression of Skills	Teaching Hints
Grade 7	3. Short distance	
	4. Accuracy	
	5. Long throw	
	B. Pitching	
	C. Catching	III.C. Outfield catching with two hands recommended. The cue suggested is "Make a picture frame."
	1. High balls	
Grade 8	2. Low balls	
Grade 7	D. Fielding	
	1. Ground balls	
	2. Fly balls	
	3. Covering bases	
	IV. Batting Skills	
	A. Stance	
	B. Stride	
	C. Swing	IV.C. A useful cue is "Elbows up."
Grade 8	D. Follow-through	
	E. Bunting	
	V. Offensive Play	
Grade 7	A. Base running	
	B. Base stealing	
	C. Batting order	
Grade 9	D. Hit and run	
	E. Use of signals	

Softball

When Taught	Progression of Skills	Teaching Hints
Grade 7	VI. Defensive Play	VI. Cut-off throws are recommended.
	A. Position play	
	1. Fielding	VI.A.1. Students should be discouraged from ever holding the ball in the outfield. Students might also be taught primary and secondary fielding responsibilities.
	2. Force outs	
	3. Tag plays	
	B. Double plays	
	C. Throwing to proper bases	
Grade 8	D. Covering and backing up bases	
	E. Run down	
	VII. Game Play	VII. Class organization with an odd number of teams permits game play and one team to work on drills, officiating, etc. One-pitch softball with the pitcher as a member of the batting team is a fast game. The person who makes the 3rd out becomes the pitcher. Competition between classes also provides motivation. Other modifications are "T" ball and Speed-up ball.

TABLE TENNIS

INSTRUCTIONAL OBJECTIVES

1. To demonstrate the rules and terminology of table tennis
2. To execute basic strategies as may apply to beginning table tennis
3. To exhibit proper etiquette and care in use of equipment
4. To demonstrate the fundamental skills of table tennis

SAMPLE ASSESSMENT MEASURES

Student will:

1. Demonstrate good form in using the cut-and-top spin serves
2. Exhibit proper care and use of balls, nets, tables, and bats
3. Compare the differences between various types of table tennis bats
4. Display a working knowledge of the rules during play

When Taught	Progression of Skills	Teaching Hints
Grade 7	I. General Information	I. Table tennis units may be taught in conjunction with other units, to relieve congestion.
	A. Equipment	I.A. Rackets are sponge and rubber surfaced. Gym shoes and adequate space (floor) are needed. The tables should be substantial and students should be instructed *not* to sit on them! A systematic method of equipment retrieval should be developed.
	B. Safety	
	C. Etiquette	
	D. Grips	I.D. Penholder and handshake are grips. It may be useful to discuss advantages and disadvantages of each.
	E. Stance	
	F. Rules and scoring	I.F. Singles and doubles play should be understood.

Table Tennis

When Taught	Progression of Skills	Teaching Hints
Grade 7	II. Service	
	A. Cut	
	B. Spin	
	III. Service Return	
	A. Long	
	B. Short	
	IV. Offense	
	A. Smash	
	B. Drive	
	C. Counter drive	
	V. Defense	
	A. Lob	
	B. Chop	
	VI. Strategy	
	A. Singles	
	B. Doubles	
	VII. Game Play	VII. Tournaments move play along, especially if the winner stays on.

TENNIS

INSTRUCTIONAL OBJECTIVES

1. To display a working knowledge of the rules and tennis etiquette
2. To demonstrate fundamental skills — grip, stance, footwork, court position, and strokes
3. To exhibit proper use and care of equipment
4. To display an understanding of singles and doubles strategies

SAMPLE ASSESSMENT MEASURES

Student will:

1. Demonstrate the stance and grip, using good form
2. Correctly score a tennis match
3. Participate in singles and a doubles match
4. Describe the proper care and use of a tennis racquet
5. Officiate and control his/her own tennis match

When Taught	Progression of Skills	Teaching Hints
Grade 7	I. General Information	1. Providing only as many balls as are necessary to play and as many rackets as there are places on the court is recommended. If a stroking wall is available, paint a line on it to designate net height.
	A. History	
	B. Terminology	
	1. Court	
	2. Racket	
	C. Safety	
	D. Etiquette	
	E. Care of racket	

Tennis

When Taught	Progression of Skills	Teaching Hints
Grade 7	II. Preparation to Strokes	
	A. Grip	
	B. Stance	
	C. Footwork	
	D. Court position	
	III. Strokes	
	A. Forehand	III.A. Cut a milk carton in half and place on elbow of student to reinforce straight arm. A tethered tennis ball may be a useful device. Attach a swivel to one end of length of cord (¼" x 5′) and attach other end to a weighted object which will rest on floor/ground surface. Punch two holes in a tennis ball and tie elastic (¼" x 15′) to it (use curved upholstery needle) and swivel.
	B. Backhand	
	C. Serve	
	1. Flat	
Grade 9	2. Slice	
Grade 10	3. American twist	
Grade 8	D. Volley	
	1. Forehand	
	2. Backhand	
	E. Lob	
	F. Smash	
	G. Chop	
Grade 9	H. Drop shot	
	I. Slice	
	J. Half volley	

Tennis

When Taught	Progression of Skills	Teaching Hints
	IV. Game Play	
Grade 7	A. Lead-up games	IV.A. Play one-half court games. • Number of balls hit successfully in time limit • Number of misses by opponent
	B. Rules	
	C. Regulation games	
	1. Singles	
	2. Doubles	
Grade 8	D. Strategy	
	1. Singles	
	2. Doubles	
Grade 9	E. Analysis of opponent's weaknesses	

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TRACK AND FIELD

INSTRUCTIONAL OBJECTIVES

1. To demonstrate all sprints, distance running, and field events for competition at a particular grade level
2. To utilize the rules, safety, and care of equipment unique to these events
4. To display evidence of improvement in physical fitness at the end of the unit

SAMPLE ASSESSMENT MEASURES

Student will:

1. Perform the 40-yard dash in __ seconds using good form
2. Demonstrate proper rules, safety, and care of equipment
3. Demonstrate an increase of two (2) seconds in the 440

When Taught	Progression of Skills	Teaching Hints
All grades	I. General Information	I. It is recommended teachers insist on warmup and stretchout before attempting any event. Teachers may also consider using good filmloops to aid instruction.
	A. History	
	B. Safety	
	C. Use and care of equipment	
	D. Rules and scoring	
	II. Track Skills	
	A. Sprints	II.A. Students should be taught to run in lanes.
Grade 7	1. Starts	
	2. Form	

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Track and Field

When Taught	Progression of Skills	Teaching Hints
Grade 7	3. Events	
	a) 50-yard dash	
	b) 100-yard dash	
Grade 8	c) 220-yard dash	
Grade 9	d) 440-yard dash	
Grade 10	e) Hurdle	
	(1) Low — 330 yards	
	(2) High — 120 yards	
	B. Distance running	
Grade 8	1. Starts	
	2. Form	
	3. Pacing	
	4. Events	
	a) 880-yard run	
Grade 9	b) One-mile run	
Grade 10	c) Two-mile run	
	C. Field events	
Grade 7	1. High jump	II.C.1. A string crossbar might be used. Indoor instruction with a crash pad pit might be considered.
	2. Long jump	
Grade 8	3. Shot put	II.C.3. Safety areas are very necessary for shot and discus. Markings for the waiting area should be distinct. Students should stand free from the event area when *any* field event is taking place.
Grade 10	4. Triple jump	
	5. Discus	
Optional	6. Pole vault	
	D. Relays	
Grade 7	1. Baton passing	
	2. Runner placement	
	3. Passing zones	
	4. Events	II.D.4. A decathlon competition is a motivating device. Students accumulate points with each event and may receive awards.
	a) 440-yard relay	
Grade 8	b) 880-yard relay	
	c) One-mile relay	
Grade 10	d) Two-mile relay	
	e) Four-mile relay	

VOLLEYBALL

INSTRUCTIONAL OBJECTIVES

1. To demonstrate the skills of bumping, serving, passing, setting, hitting, blocking, dinking, and digging, using good form and accuracy
2. To participate in a game of power volleyball, demonstrating proper rotation, knowledge of the rules, use of one offensive system, and good sportsmanship
3. To identify various volleyball terms, serve receive patterns, offensive systems, offensive strategy, and player interchange

SAMPLE ASSESSMENT MEASURES

Student will:

1. Demonstrate the underhand serve, placing the ball in the area indicated by the teacher 4 out of 5 times
2. Demonstrate the bump pass, passing it to an indicated target 4 out of 5 times
3. Identify the proper rotation naming the player
4. Identify the offensive pattern that their team uses

When Taught	Progression of Skills	Teaching Hints
Grade 7	I. General Information	
	A. Game concepts	
	1. Power volleyball	I.A.1. Play no more than six on the court to emphasize power. Consider starting play with a beach ball.
	2. Terminology	
	3. Mobility/patterns	
	4. Strategies	
	B. Historical changes	
	C. Rules	

Volleyball

When Taught	Progression of Skills	Teaching Hints
Grade 7	D. Use and care of equipment	
	1. How to roll and store a net	
	2. Importance of properly erected net	I.D.2. Adjust net height in accordance with age of students for *initial* learning stages.
	II. Warmup Exercises and Drills	II. Type of warmup will depend on purpose of play — class, intramural, competitive.
	A. Exercises	
	1. Stretches — legs/back/arms/shoulders	
	2. Mobility	II.A.2. Games may be modified so that only one contact is allowed before ball crosses net; then, 2 contacts; then, 3 contacts.
	3. Endurance	
Grade 8-9	B. Drills	II.B. Serving may be practiced against the wall. Circle keep-it-up is a recommended drill. Also the set and bump alternated as students pass the ball.
	1. Individual and/or partner	
	2. Passing/hitting/combinations	
	3. Pepper	
Grade 7	III. Basic Skills	III. Begin modified game activity as soon as students have a working knowledge of skills and rules.
	A. Bump	
	B. Underhand serve	
	C. Pass	
	D. Set (forward front row)	
	E. Overhead hitting	III.E. Lead up to spike.
Grade 8	F. Block (single)	
Grade 7	G. Net recovery	

Volleyball

When Taught	Progression of Skills	Teaching Hints
	IV. Individual Skills	IV. Modify rules to emphasize specific skills; e.g., mandatory three hits before returning ball to opponents.
	A. Serve	
Grade 8	1. Overhead	
Grade 10-12	2. Underhand floater	
	3. Overhead topspin	
	4. Overhead floater	
	B. Block	
Grade 9	1. Two-player	
	2. Attack (offensive)	
	3. Soft (defensive)	
Grade 8	C. Dig	
Grade 10	D. Dink	
	E. Set (heights/distances)	
	1. Cross court	
	2. Back	
	3. From back row	
Grade 11-12	4. Soft	
Grade 9	F. Spike	IV.F. Use stationary ball when introducing spike — held at top of net or tether ball on movable pole. Teacher may stand on a chair at the center of the net to position the ball for spike contact. The net may be lowered to work on form for the spike.
Grade 11-12	1. Angles	
	2. Placement	
	3. Hitting various sets	
	4. Off-speed	
Optional	G. Dive and rolls	

Volleyball

When Taught	Progression of Skills	Teaching Hints
	V. Serve Reception	
Grade 7	A. Individual techniques	
Grade 9	B. Team pattern	
	1. M or W	
Grade 10-12	2. Line (with 4 or 5)	
Grade 9	C. Coverage	
	VI. Offensive Systems	
Grade 7	A. 1-2-3 (pass-set-hit)	
	B. Basic 6-0	
Grade 9	C. 4-2	
Grade 10	D. 5-1	
Grade 11-12	E. Pure 6-0	
	F. 6-2	
	VII. Defensive Systems	
Grade 7	A. Free ball	
Grade 11-12	B. No block	
	C. Center back up	
	D. Center back back	
	VIII. Offensive Strategy	
Grade 9	A. Side attack	
Grade 10	1. On-hand	
	2. Off-hand	
Grade 11-12	3. Hitting coverage	
	4. Setting variations	

Volleyball

When Taught	Progression of Skills	Teaching Hints
Grade 10	B. Serve placement	
Grade 11, 12	C. Player interchanges	
Grade 7-12	IX. Game Play	
Grade 7	A. Team lineup	
	B. Team communication	
	C. Position responsibilities	
Grade 10-12	D. Player interchanges	
Grade 7-12	E. Scoring and timing	
Grade 10-12	F. Team coordination	

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WEIGHT TRAINING

INSTRUCTIONAL OBJECTIVES

1. To display proper safety procedures

2. To demonstrate proper weight training techniques and exercises

SAMPLE ASSESSMENT MEASURES

Student will:

1. Demonstrate the proper lifting technique on a selected lift
2. Identify exercises for the major muscle groups
3. Compare the differences between weight training and weight lifting

When Taught	Progression of Skills	Teaching Hints
All grades	I. Weight Training Principles	
	A. Overhead principle	
	B. Resistance or load	
	C. Number of contractions per bout	
	D. Spacing or practice periods	I.D. Students keep an individual record. A chart with class or school record may be kept by the teacher.
	E. Safety	I.E. Proper breathing techniques for the various lifts should be emphasized. An extensive introduction to weight training should be provided.
	F. Use and care of equipment	I.F. Wall charts on muscle actions are useful. Stationing the weights in a locked room is recommended.

Weight Training

When Taught	Progression of Skills	Teaching Hints
	II. Weight Training Techniques	II.A, B, C. Each student should be tested for his/her maximum at each station. A student should be able to perform a minimum of 2 sets of 6-8 repetitions at half the maximum weight. After training effect takes place, move on to the next weight interval. Note: Girls should be encouraged to participate in a weight training program. A cardio-vascular activity, a stretching activity, and a warmup period should be included in this unit.
Grade 7	A. Grips	
	B. Stance	
	C. Positions	
	1. Crouch	
Grade 9	2. Dead lift	
Grade 7	3. Thigh rest	
	4. Clean	
	5. Standing press	
Grade 8	6. Shoulder rest	
	7. Straddle crouch	
	8. Supine	
	9. Prone	
	D. Movements	
Grade 7	1. Curl	
	2. Press	
Grade 8	3. Clean	
	4. Jerk	
Grade 7	5. Rowing	
Grade 9	6. Dead lift	
Grade 8	7. Pull over	
	8. Shoulder shrug	
Grade 7	9. Squats	
Grade 9	10. Snatch	

Weight Training

When Taught	Progression of Skills	Teaching Hints
	III. Exercises	
	A. Barbell	
Grade 7	1. Arm extension	
	2. Curl	
	a) Supinated	
	b) Pronated	
Grade 9	3. Dead lift	
	a) Bent legs	
	b) Straight legs	
Grade 7	4. Press	
	a) Military	
Grade 9	b) Posterior	
Grade 8	c) Supine or bench	
	5. Pullover (from supine position)	
	a) Bent arm	
	b) Straight arm	
	6. Rowing	
Grade 7	a) Bent	
Grade 8	b) Upright	
	B. Dumbbell	
	1. Arm raises	
	a) Forward	
	b) Sideward	
Grade 9	c) Backward	
	d) Horizontal	
	(1) Prone	
	(2) Supine	
Grade 8	2. Biceps curl	
	3. Forearm twist	

Weight Training

When Taught	Progression of Skills	Teaching Hints
Grade 9	4. Shoulder rotation	
Grade 8	5. Triceps press	
	6. Wrist extension	
	C. Iron boot	
Grade 9	1. Ankle lift	
	a) Extensor b) Flexor c) Abductor	
	2. Hip extensor	
	3. Hip lift	
	a) Extensor b) Flexor c) Abductor	
	4. Knee curl	
	5. Supine leg lift	
Grade 8	D. Body weight	
	1. Pull up	
	2. Push up	
	3. Sit up	
	E. Wrist roller (pronated grip), with arms held horizontally	

WRESTLING

INSTRUCTIONAL OBJECTIVES

1. To demonstrate the basic moves and positions
2. To exhibit a working knowledge of rules and strategy
3. To display proper safety procedures
4. To identify basic wrestling terminology

SAMPLE ASSESSMENT MEASURES

Student will:

1. Demonstrate three standing takedowns
2. Officiate a match, demonstrating a knowledge of the rules
3. Exhibit a knowledge of wrestling strategy in a timed match
4. List ___ safety precautions

When Taught	Progression of Skills	Teaching Hints
Grade 7	I. General Information	I. Students who have received training from previous classes could be used as assistants or demonstrators. A 3 x 5 card for each student assists teachers to record progress and grade. Moves, match records, etc., may be listed on the card.
	A. Safety	
	B. Terminology	
	C. Referee's position	
	1. Top	
	2. Bottom	
Grade 8	D. Standing neutral position	
	II. Escapes	
Grade 7	A. Sit on	
	B. Stand up	
Grade 8	C. Run away	

Wrestling

When Taught	Progression of Skills	Teaching Hints
	III. Break downs	
Grade 7	A. Far arm — far ankle	
	B. Far ankle — far knee	
Grade 8	C. Head lever	
	D. Single bar, arm	
Grade 9	E. Double bar, arm	
	IV. Reversals	
Grade 7	A. Step over	
Grade 8	B. Arm roll	
	C. Back out	
Grade 9	D. Switch	
	V. Standing Takedowns	V. Instructors must provide enough space. Students may be positioned around the room to facilitate safety.
Grade 8	A. Single leg	
Grade 9	B. Double leg	
	C. Under arm sneak	
	VI. Pinning Combinations	
Grade 7	A. Cradle	
	B. Half Nelson inside crotch	
Grade 8	C. Arm bar — half Nelson	
	D. ¾ Nelson	
Grade 9	E. Spread eagle	
	VII. Rides	
Grade 7	A. Navy	
Grade 8	B. Figure 4	

Wrestling

When Taught	Progression of Skills	Teaching Hints
	VIII. Matches	
	A. Minimatches	VIII.A. In mini-matches, winners may remain and wrestle new challengers. Tag team matches may be used within weight classes.
Grade 7	1. 10-15 seconds	
	2. One-minute periods	
	B. Matches	VIII.B. Take-down matches with four teams may be organized as follows: Each team is positioned in a corner of the mat. Time is limited. Wrestlers come from alternating corners to meet. Teams rotate until each student wrestles everyone in his/her weight class.
	1. Three-minute periods	
Grade 8-9	2. Three two-minute periods	

OPTIONAL ACTIVITIES

Most of the optional activities listed in this section are unique in that they require special facilities, materials, and teaching expertise. Teaching hints have been limited in this section because of these unique features. It is recommended that teachers using these units have a thorough knowledge of the activity and that expertise be sought through specialized clubs and organizations in this area or through the office of the MCPS Coordinator of Physical Education.

Bowling
Camping Skills
Canoeing
Cycling
Deck Tennis
Fencing
Handball
Hiking and Orienteering
Horseback Riding
Ice Skating
Lacrosse
Racquetball
Riflery and Gun Safety
Skish and Fishing
Speedball
Team Handball

BOWLING

INSTRUCTIONAL OBJECTIVES

1. To demonstrate the basic skills of bowling, including stance, grip, aim, approach, and delivery in a game situation
2. To demonstrate correct scoring techniques in a ten-frame game, following the rules of bowling
3. To identify rules of etiquette and terminology unique to the game of bowling

SAMPLE ASSESSMENT MEASURES

Student will:

1. Perform a coordinated five-step approach and delivery, using the spot bowling type of aim
2. Complete an accurate ten-frame score sheet, using correct symbols
3. List the rules of a selected bowling alley

When Taught	Progression of Skills	Teaching Hints
Grade 7-12	I. Selection, Use, and Care of Equipment	I. Duckpin Bowling should be considered. Ball selection is faster than with tenpin.
	II. Ball Control	II. Release thumb first.
	A. Grip	
	B. Stance	
	C. Push-away	
	D. Pendular swing	
	E. Release	
	III. Coordinated Approach	III. Prior to travelling to the bowling alley, introduce, when possible, those skills which can be practiced without a ball in the school.
	A. Four-step	III.A. Push-away with first step.
	B. Five-step	III.B. Push-away begins with second step.

Bowling

When Taught	Progression of Skills	Teaching Hints
Grade 7-12	C. Three-step	
	IV. Delivery	
	A. Straight ball	IV.A. This is the most easily controlled delivery.
	B. Hook ball	IV.B. Better pin action is obtained with the hook delivery.
	C. Curve ball	IV.C. Lane conditions may affect control.
	D. Back-up ball	IV.D. This is not recommended as a delivery to be taught.
	V. Etiquette	V. Cover safety and courtesy.
	VI. Scoring	
	VII. Aiming	
	A. Pin bowling	
	B. Spot bowling	VII.B. Spot bowling is a more precise method of aiming.
	C. Line bowling	
	VIII. Game Participation	
	A. Leave conversion	
	B. Split conversion	
	IX. Rules	
	A. Legal pinfall	
	B. Fouls	
	X. Competitive Bowling	
	A. Individual	
	B. Team	
	XI. Terminology	

Bowling

When Taught	Progression of Skills	Teaching Hints
Grade 7-12	XII. Team Competition A. Handicapping B. Team lineup C. Tournament XIII. Bowling History XIV. Novelty Activities A. Blind bowling B. Dutch couples C. Top tournament D. Best ball E. Headpin tournament	XII. Team base and individual base

CAMPING SKILLS

INSTRUCTIONAL OBJECTIVES

1. To list facilities, items in campsite selection, types of shelters, items in care and use of equipment, types of camp clothing, types of food and preparation, types of fires, and the type of area maintenance in camping
2. To participate in an overnight camping trip, utilizing the proper campsite selection and proper shelter; packing the proper equipment, clothing, and food; building a safe fire; and maintaining the camp area

SAMPLE ASSESSMENT MEASURES

Student will:

1. Pack a backpack including clothing, shelter, sleeping accommodations, food, and equipment
2. Select a proper campsite and list the factors that went into the selection
3. Demonstrate the proper fire-building techniques

When Taught	Progression of Skills	Teaching Hints
Grade 7-12	I. General Information	
	A. Values	
	B. History	
	C. Facilities	
	1. National	
	2. State	
	3. Private	
	4. Local	
	D. Selection, care, and use of equipment	I.D. Many items may be rented.
	1. Cost	
	2. Repair	

Camping Skills

When Taught	Progression of Skills	Teaching Hints
Grade 7-12	3. Storage	
	4. Recommended use	
	E. First Aid provisions	
	1. Bandages	
	2. Insect repellent	
	II. Outdoor Living Skills	
	A. Campsite selection	
	1. Terrain and drainage	
	2. Natural cover	
	3. Water supply	
	4. Accessibility	
	B. Shelter	
	1. Pitching a tent	
	2. Cabin use	
	3. Makeshift shelter	
	4. Sleeping bags	II.B.4. Sleeping bags are rated according to insulation ability and weight.
	C. Clothing	
	1. Selection	
	2. Climatic implications	
	3. Storage	
	4. Cleaning	II.C.4. Drycleaned items should be aired.
	D. Food	
	1. Selection	
	2. Storage	
	3. Preparation	

Camping Skills

When Taught	Progression of Skills	Teaching Hints
Grade 7-12	E. Special Equipment	
	1. Mantle lights	
	2. Flash lights	
	3. Coleman-type stove	
	4. Hatchet and shovel	
	F. Fire building	II.F. Note camp area regulations.
	1. Location	
	2. Precautions	
	3. Cooking fires	
	4. Heating fires	
	G. Area maintenance	
	1. Protecting national environment	
	2. Fire prevention	
	3. Waste disposal	
	4. Cleanup	
	III. Related Activities	III. See other units in this book.
	A. Hiking and orienteering	
	B. Backpacking	
	C. Boating and canoeing	
	D. Nature study	
	E. Fishing	
	F. Swimming	

CANOEING

INSTRUCTIONAL OBJECTIVES

1. To list and exhibit skills of canoeing, including water safety and selection of equipment
2. To perform launching a canoe, all of the strokes, and canoeing rescue skills

SAMPLE ASSESSMENT MEASURES

Student will:

1. Demonstrate how to enter the canoe from the dock and move to position
2. Execute a cross bow rudder in docking the canoe, with the instructor as the stern person
3. Execute a canoe shakeout, in water over his/her head
4. List the safety procedures in a canoe rescue

When Taught	Progression of Skills	Teaching Hints
	I. Safety	I. Prerequisite: Minimum swimming ability (intermediate level). School insurance is strongly recommended. A safety vest should be worn *at all times.*
	A. Stability of craft	
	B. Size of craft/number of passengers	See Boy Scout manual and Red Cross canoeing book.
	C. Recognition of individual limitations	Suggested sites for canoeing are: Needwood Lake Lake Kittamaqundi, Columbia Fletcher's Boathouse University of Maryland Tridelphia Reservoir Rocky Gorge Also: Shenandoah River Patuxent River between Tridelphia and Rocky Gorge Potomac River
	II. Selection and Care of Equipment	
	A. Canoe	
	B. Paddles	
	C. Life preservers	
	III. Launching of Canoe, Removal from Water, Shakeout	

Canoeing

When Taught	Progression of Skills	Teaching Hints
	IV. Entering and Leaving Canoe	
	A. Dock	
	B. Beach	
	V. Paddling	V. Caution students about catching legs under the seats in a Grumman canoe.
	A. Position (kneeling)	
	B. Grip	
	C. Bow stroke	
	D. Recovering (feathering)	
	VI. Backwater Stroke	
	A. Moving astern	
	B. Stopping the canoe	
	VII. Steering	
	A. Stern rudder	
	B. J-stroke	
	VIII. Overland Portage	
	A. Two persons, bow and stern position	
	Lifting leg muscles	
	B. Two persons, amidships	
	C. Two persons, overhead	
	IX. Storage of Equipment	
	A. Upturned canoe for drying	
	B. Stacking paddles, cushions	

Canoeing

When Taught	Progression of Skills	Teaching Hints
	X. Turning	
	A. Sweep stroke	
	1. Forward	
	2. Reverse	
	3. Quarter sweep	
	XI. Changing Positions	
	A. At the dock	
	B. Away from the dock	
	XII. Sideward Movement	
	A. Push away	
	B. Draw	
	C. Combination by bow person and stern person	
	D. Pivot turn	
	XIII. Safe Canoeing Practices	XIII. Red Cross movie *Oars and Paddles* is available from local chapters.
	A. Who should canoe	XIII.A. A two-person maximum for river canoeing is recommended.
	B. When to canoe	
	C. Where to canoe	
	XIV. Diagonal Movement	
	A. Bow rudder	
	B. Combined bow and stern rudder	
	C. Docking, using combined rudders	

Canoeing

When Taught	Progression of Skills	Teaching Hints
	XV. Terminology	
	A. Labeling equipment	
	B. Nautical terms	
	XVI. Assisting Others	
	A. Skill development	
	B. Carrying equipment	
	XVII. Swamped Canoe Skills	
	A. Hand paddling	
	B. Re-entry from water	
	C. Splash-out	
	XVIII. Paddling Variations	
	A. Kneeling variations	
	B. Stroking styles	
	1. Straight arm	
	2. Bent arm	
	XIX. Sculling	
	XX. Novelty Activities	
	A. Races	
	B. Canoe trips	
	C. Gunwatering	
	D. Solo paddling	
	E. Eskimo roll	
	XXI. Canoe Rescue	
	A. Tired swimmer	
	B. Lost canoe	

CYCLING

INSTRUCTIONAL OBJECTIVES

1. To demonstrate safety procedures while participating in cycling
2. To identify a variety of riding techniques
3. To identify and describe bicycle terminology

SAMPLE ASSESSMENT MEASURES

Student will:

1. Demonstrate knowledge and execution of hand signals while riding
2. Properly adjust bicycle suitable to his/her body size
3. Properly adjust the derailleurs of a ten-speed bike
4. Participate in one distance ride and one pack ride

When Taught	Progression of Skills	Teaching Hints
Grade 7-12	I. Introduction	I. Students should be grouped into beginning, intermediate, and advanced.
	A. History	
	B. Safety techniques	I.B. Students must wear helmets. Handlebars should be taped with non-slip material. Students should be required to learn the Rules of the Road, as in Driver Education. For additional information, write to: Bicycle Institute of America, 122 East 42nd Street, NYC. 10017 or Bicycle Manufacturers Association of America, Inc., 1101 Fifteenth Street, NW., Washington, D.C., 20005. Phone: (202) 452-1166
	C. Types of bikes and frames	
	D. Fitting the bicycle	
	II. Bicycle inspection and Repairs	
	A. Tires	
	B. Steering	
	C. Brakes	
	D. Crank and drive units	
	E. Free wheel	

Cycling

When Taught	Progression of Skills	Teaching Hints
Grade 7-12	F. Derailleur and hub gear adjustment	
	G. Bear adjustment	
	H. Lubrication	
	I. Tool kit	
	III. Bicycling Techniques	III. A bicycle obstacle course should be passed before on-the-road cycling is permitted.
	A. Balance	
	B. Mounting	
	C. Dismounting	
	D. Cadence	
	E. Ankeling	
	F. Braking	
	G. Shifting	
	H. Riding in traffic	
	I. Road hazards	
	J. Group riding techniques	
	K. Courtesy and judgment	
	IV. Types of Cycling	IV. Establish leaders and sweeps for each group ride. Road and pack may be included.
	A. Recreational touring	
	B. Utility riding	
	C. Bike racing	
	D. Club riding	

DECK TENNIS

INSTRUCTIONAL OBJECTIVES

1. To demonstrate the skills of Deck Tennis such as throwing, catching, and serving
2. To demonstrate position play and strategy unique to deck tennis while playing singles, doubles, or team play

SAMPLE ASSESSMENT MEASURES

Student will:

1. Demonstrate the flip shot four out of five times, using good form
2. Exhibit proper team strategy in a game of doubles

When Taught	Progression of Skills	Teaching Hints
Grade 7	I. Throwing A. Low, fast B. Drop shot C. Flip shot II. Catching III. Serving IV. Rules V. Playing Position A. Singles B. Doubles C. Team VI. Playing VII. Strategy A. Singles B. Doubles C. Team play	I. Consider using Deck Tennis as a mini-unit with other court games.

FENCING

INSTRUCTIONAL OBJECTIVES

1. To demonstrate essential safety skills including proper use of mask, foil, and jacket
2. To identify the terminology unique to fencing
3. To participate in a bout, observing the complete fencing rules
4. To demonstrate the fundamental movements and skills of fencing

SAMPLE ASSESSMENT MEASURES

Student will:

1. List the safety rules of handling the foil before the bout, during the bout, and post bout
2. Identify the parts of the foil
3. Demonstrate the rules of fencing by participating in a limited time bout
4. Demonstrate the *parry-riposte* in a drill situation

When Taught	Progression of Skills	Teaching Hints
	I. General Conditioning and Warmup	
	A. Stretching and lunging exercises	
	B. Practice and endurance drills	
	II. Safety	
	A. Selection and care of equipment	
	1. Mask	
	2. Foil	
	3. Jacket	

Fencing

When Taught	Progression of Skills	Teaching Hints
	III. Body Positions and Footwork	
	A. Guard position	
	B. Advance and retreat	
	C. Lunge and recover (backward and forward)	III.C. A target on the wall is a useful learning aid.
	D. Combinations of above skills	
	IV. Introduction to foil	
	A. Foil parts	
	B. Grip	
	C. Salute	
	V. Method of Hitting	
	VI. Fencing Distance	
	VII. Point Control	
	A. Engagement of blades	
	B. Change of engagement	
	VIII. Simple Attacks	
	A. Straight thrust	
	B. Disengage	
	C. Cutover	
	IX. Defense	
	A. Retreat	
	B. Lines — 4, 6, 7, 8	

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Fencing

When Taught	Progression of Skills	Teaching Hints
	C. Parries — 4, 6, 7, 8	
	1. Direct	
	2. Counter	
	D. Beating and beat parries	
	E. Retreat parry	
	X. Riposte	
	A. Parry-riposte	
	B. Retreat-parry-riposte	
	1. From guard position	
	2. With partial and full lunges	
	XI. Composed Attacks	
	A. Beat-attacks and defenses	
	B. Feints and feint-attacks	
	1. Feint straight thrust, disengage to avoid direct parry	
	2. One-two attack	
	3. Double	
	4. Advance attacks of two and three parts	
	XII. Bouting	
	A. Basic tactics for right- and left-handed fencers	
	B. Rules	
	1. Simplified	
	2. Complete	
	3. Officiating techniques	

HANDBALL

INSTRUCTIONAL OBJECTIVES

1. To demonstrate various serves and shots
2. To participate in a game of singles and doubles, displaying correct rules, usage, and strategies

SAMPLE ASSESSMENT MEASURES

Student will:

1. Demonstrate three serves using different types of English
2. Demonstrate the Lob shot and wrist-snap underhand stroke, using good form
3. List the basic rules of handball

When Taught	Progression of Skills	Teaching Hints
Grade 7	I. General Information	I. Teachers should explore their own facilities (e.g., outdoor walls) for the possibility of providing a handball unit.
	A. History	
	B. Safety and warmup	
	C. Rules and scoring	
	D. Related games	
	II. Individual Skills	
	A. Serving	II. A tennis ball may be used when teaching beginners.
	1. Hand position	
	2. Body position	
	3. High serves	
	4. Low serves	
Grade 8	5. Angled serves	
Grade 9	6. Serves with "English"	

Handball

When Taught	Progression of Skills	Teaching Hints
	B. Shots	
Grade 7	1. Service	
	2. Underhand full arm stroke	
Grade 9	3. Wrist-snap underhand stroke	
Grade 8	4. Lob shots	
	5. Kill shots	
	III. Strategy	
	A. Singles	
	1. Offense	
	2. Defense	
	B. Doubles	
	1. Offense	
	2. Defense	

HIKING AND ORIENTEERING

INSTRUCTIONAL OBJECTIVES

1. To identify the types of hiking and basic equipment required for each type, including charts, clothing, compasses, and packs
2. To demonstrate usage of a topographical map and compass by completing a pre-mapped course either from point to point or under competition
3. To identify the desirable outcomes of hiking as a lifetime sport

SAMPLE ASSESSMENT MEASURES

Student will:

1. Plan a fair-weather marked trail hike and list essential equipment which will be required
2. List features of a Type A compass
3. Identify features of a topographical map such as scale, contour interval, and color coding
4. List the ways hiking can be adapted to various age levels

When Taught	Progression of Skills	Teaching Hints
Grade 7-12	I. General Information	I. Teachers may contact the Lathrop Smith Center (MCPS) on Muncaster Mill Road, Rockville for workshops, facilities, etc. Many of the skills could be taught at the school with a culminating field trip to the Smith Center or Prince William Frost. The geography department in the school may assist with related map reading skills.
	A. History	
	B. Selection, care, and use of equipment	
	C. Safety	
	II. Selection of Clothing	
	A. Climatic conditions	
	B. Temperature	
	C. Quality	
	D. Care	

Hiking and Orienteering

When Taught	Progression of Skills	Teaching Hints
Grade 7-12	III. Types of Hiking	III. Observation of students from a vantage point is recommended.
	A. Marked trail	
	B. Point to point	
	C. Mapped course	
	D. Orienteering (competitive)	III.D. General hiking information is prerequisite to orienteering. The Silva Compass Company is a source for additional information. The U.S. Coast and Geodetic Survey may supply maps.
	IV. Topographical Map Reading	
	A. Scale	
	B. Contour interval	
	C. Color coding	
	D. Locating bearing points	
	E. Identifying natural terrain	
	F. Identifying manmade features	
	G. Orienting maps to terrain	
	V. Compass Reading	
	A. Type A	
	B. Type B	
	C. Type C	
	D. Orienting compass to map	
	VI. Pre-Trip Navigational Planning	
	A. Establishing starting point	
	B. Objective line	
	C. Objective (finish point)	

Hiking and Orienteering

When Taught	Progression of Skills	Teaching Hints
Grade 7-12	D. Probable route	
	E. Route segments	
	F. Establishing bearing points	
	G. Marking bearing points	
	H. Compass readings	
	I. Estimating distance	
	VII. Hiking Trip	
	A. Examining equipment	
	B. Reviewing pre-planning	
	C. Following plan	
	D. Establishing schedule	
	E. Checking compass — points as premarked	
	F. Taking a trip log	
	G. Proceeding safely	
	H. Checking course at objective	
	VIII. Orienteering	
	A. Rules	
	B. Marking check points	
	C. Establishing route	
	D. Orienting compass to map	
	E. Setting pace	
	F. Conserving energy	
	G. Finishing	

HORSEBACK RIDING

INSTRUCTIONAL OBJECTIVES

1. To exhibit the basic fundamentals of horseback riding
2. To perform the tasks necessary to feed and care for horses
3. To demonstrate basic safety procedures while handling any riding horses
4. To identify the items of "tack"
5. To demonstrate a knowledge of riding terminology

SAMPLE ASSESSMENT MEASURES

Student will:

1. Exhibit the proper methods of mounting and dismounting
2. Demonstrate the proper procedure for brushing a horse
3. Perform proper handling procedures, using gentleness, patience, and emotional control
4. Name the items of tack

When Taught	Progression of Skills	Teaching Hints
	I. Beginning Level A. Orientation to stable and management procedures B. Selection of appropriate and protective clothing C. Approaching the horse and gaining familiarity 1. Use of voice and physical conduct 2. Leading the horse 3. Adjusting the tack	I. It is strongly recommended that quality instruction and a low teacher-pupil ratio be maintained. Ability grouping is also a critical safety factor. School- or signed "releases" are needed for the teacher's and the student's protection. Students should wear hunt caps (may be bought secondhand at some suppliers) and hard shoes or leather boots. Also, prior to arranging a unit of this nature, determine the expense to the student and the ability to pay of those interested.

Horseback Riding

When Taught	Progression of Skills	Teaching Hints
	D. Mounting fundamentals	
	1. Swing up to saddle	
	2. Correct seat	
	3. Picking up the reins	
	4. Dismounting	
	E. Riding the horse at a walk	I.E. Videotaping allows the students to observe their seats, timing, skill. Good audiovisual aids provide motivation at this point.
	1. Use of natural aids	
	2. Use of reins	
	F. Safety procedures in the ring	
	G. Brushing the horse	
	H. Gentle, consistent handling	
	1. Patience	
	2. Emotional control	
	I. Bridling	
	J. Saddling	
	K. Care of the horse after a ride	
	L. Grooming chores	
	M. Trotting	
	1. With stirrups	
	2. Without stirrups	
	3. Without reins	
	N. Posting trot, using correct diagonals	
	O. Sitting trot	

Horseback Riding

When Taught	Progression of Skills	Teaching Hints
	P. Cleaning the horse	
	Use of sweat scraper, comb, hoofpick	
	Q. Circle, half circle	
	1. At a walk	
	2. At a trot	
	R. Canter	
	Use of jumping position	
	S. Safety on the trail	
	T. Controlled trail work	
	U. Terminology	
	1. Parts of the horse	
	2. Grooming aids	
	3. Tack	
	4. Riding terms	
	V. Assisting the less-skilled rider	
	W. Knowledge of feeding	
	II. Intermediate Level	
	A. Firm seat independent of aids	
	B. Ride with "feel" for horse	
	C. Safety rules	II.C. A policy of NO EXCEPTIONS must be observed rigidly.
	1. Observed	
	2. Communicated to others	
	D. Trotting (fast and slow)	

Horseback Riding

When Taught	Progression of Skills	Teaching Hints
	E. Posting without stirrups	
	F. Collecting the horse	
	G. Reinback (backing up)	
	H. Canter	
	1. Correct lead	
	2. Control	
	I. Assisting the less-skilled rider	
	J. Ring figures with a group	
	K. Terminology	
	1. Breeds	
	2. Colors	
	3. Types of bits and uses	
	4. Basic first aid for horses	
	L. Cavaletti	
	M. Jumping over a low obstacle	
	N. Outside of class reading	
	O. Outside of class riding	

ICE SKATING

INSTRUCTIONAL OBJECTIVES

1. To demonstrate the skills necessary for beginning ice skating, such as stroking, skating, stopping, and turning
2. To exhibit knowledge of rules and safety procedures unique to ice skating
3. To display proper techniques of recovering from a fall

SAMPLE ASSESSMENT MEASURES

Student will:

1. Perform the forward stroke technique, using good form
2. Execute the snowplow stop, using the proper techniques and form
3. Demonstrate the forward to backward turn, using good form

When Taught	Progression of Skills	Teaching Hints
	I. Safety	
	A. Commercial rink	
	B. Approved outdoor area	
	II. Equipment	
	A. Boot	
	B. Blade	
	C. Lacing	
	D. Care of equipment	
	E. Clothing	
	III. Terminology	
	A. Edges	
	B. Figure skating	

Ice Skating

When Taught	Progression of Skills	Teaching Hints
	C. Free foot, leg, hip, arm, shoulder, hand	
	D. Skating foot, leg, hip, arm, shoulder, hand	
	E. Speed skating	
	F. Stroking	
	IV. Recovering from a Fall	
	V. Stroking	
	A. "T" position	
	B. Thrust	
	C. Glide	
	VI. Skating	
	A. Forward stroking	
	B. Curve on two feet	
	C. Backward skating	
	1. Sculling	
	2. Heel switching	
	3. One-foot glide	
	VII. Stopping	
	A. Snow plow	
	B. "T" stop	
	C. Hockey	
	D. Backward	

Ice Skating

When Taught	Progression of Skills	Teaching Hints
	VIII. Turns	
	A. Forward to backward (two foot)	
	B. Three turn	
	C. Mohawk	
	D. Waltz three	
	E. Drop Mohawk	
	IX. Edges	
	A. Forward outside	
	B. Forward crossovers	
	C. Forward inside	
	D. Backward outside	
	E. Backward crossovers	
	F. Backward inside	
	G. Change of edge	
	X. Basic Free Style Movements	
	A. Two-foot spin	
	B. Bunny hop	
	C. Forward spiral	
	D. Fast-drop Mohawk	
	E. Waltz jump	
	F. Figure eight	

LACROSSE

INSTRUCTIONAL OBJECTIVES

1. To execute the fundamental skills of Lacrosse such as cradling, passing, catching, shooting, dodging, checking, and goal keeping
2. To execute such defensive tactics as man-to-man, zone, combination, and terminology.
3. To list the rules and terminology unique to the game of Lacrosse
4. To demonstrate the basic concepts of team play such as field position and proper movement in relation to the movement of the ball

SAMPLE ASSESSMENT MEASURES

Student will:

1. Demonstrate proper form in scooping ground balls and catching fly balls
2. Demonstrate the pivot while cradling the ball
3. Exhibit the shovel and overarm passes with good form and power
4. Diagram a Lacrosse field
5. List rules and regulations of Lacrosse
6. Demonstrate proper techniques in the zone and man-to-man defenses

When Taught	Progression of Skills	Teaching Hints
Grade 10-12	I. Selection of Equipment	I. Teachers should investigate supplies of non-breakable sticks.
	A. Sticks	I.A. Wood and plastic sticks are available for offensive, defensive, mid-field, and goalie players. Differences in sticks, equipment, rules, and strategies are evident between boys' and girls' games. Laundry carts have been used successfully as makeshift goals. See: *National Lacrosse League Rulebook.*
	B. Tying sticks	
	C. Care of equipment	
	D. Safety and history	

Lacrosse

When Taught	Progression of Skills	Teaching Hints
Grade 10-12	II. Individual Skills	II. Check wrist action, keeping ball high in the crosse. Wrap the stick around the head. Cue: ear-to-ear.
	A. Cradle	II.A. Practice in a sitting position.
	1. Horizontal	
	2. Vertical	
	B. Pick-up	
	C. Passing	II.C. One-on-one drills, keep-aways, and relays help provide interest for the student. One-hand practice has been used successfully by some.
	1. Shovel	
	2. Overarm	
	3. Side arm	
	4. Long pass	
	D. Catching	II.D. Give with the stick.
	1. Fly balls	Scooping drills
	2. Ground balls	
	E. Shooting	II.E. Quick shot without cradle might be practiced.
	1. Bounce shot	
	2. Direct shot	
	F. Dodging	
	1. Face dodge	
	2. Change of pace	
	3. Stop and go	
	4. Pivot	
	G. Checking	II.G. Work with partner, exchanging offensive and defensive positions.
	1. Stick up	A game without checking is recommended until basic skills are mastered.
	2. Stick down	

Lacrosse

When Taught	Progression of Skills	Teaching Hints
Grade 10-12	3. Poke	
	4. Indian	
	5. Crosse	
	H. Goal keeping	II.H. Goalie should wear protective face-, head-, and chest-gear.
	1. Block shots	
	2. Ground balls	
	3. Clearing	
	III. Team Strategy	
	A. Position play	
	B. Offensive tactics	
	1. Give and go	
	2. Weave	
	3. Screening	
	4. In bounds plays	
	5. Man up offense	
	6. Two men up offense	
	7. Picks	
	8. Face off tactics	
	C. Defensive tactics	III.C. Regular, fast break, man up, man down are drills for defensive tactics.
	1. Man-to-man	
	2. Zone	
	3. Combination	
	4. Man down	
	5. Clearing	

RACQUETBALL

INSTRUCTIONAL OBJECTIVES

1. To display a working knowledge of rules, terminology, and etiquette
2. To demonstrate fundamental skills, including grip, stance, footwork, court position, and strokes
3. To display an understanding of singles and doubles strategy

SAMPLE ASSESSMENT MEASURES

Student will:

1. Demonstrate good form in executing a side wall-front wall kill
2. Exhibit a working knowledge of singles and doubles strategy in an official game
3. Identify and describe a variety of terminology

When Taught	Progression of Skills	Teaching Hints
Grade 7	I. General Information A. History B. Safety and warmup C. Terminology D. Rules and scoring E. Selection of equipment F. Related games II. Individual Skills A. Serving 1. Grip 2. Body position 3. High serves	When teaching beginners, it may prove helpful to use a tennis ball instead of a racquetball because of its slower movement. Racquetball can also be adapted for one wall. A modified version of 4-wall racquetball can be accomplished on the stage in some schools.

Racquetball

When Taught	Progression of Skills	Teaching Hints
Grade 7	4. Low serves	
Grade 8	5. Angled serves	
	B. Shots (other than service)	
	1. Front wall kill	
	2. Side wall, front wall kill	
	3. Front wall, side wall kill	
Grade 9	4. Ceiling shot	
Grade 8	5. Drive shot	
Grade 9	6. Back wall shots	
	7. Lob shot	
	III. Strategy	
	A. Singles	
	1. Offense	
	2. Defense	
Grade 8	B. Cutthroat	
	1. Offense	
	2. Defense	
	C. Doubles	
	1. Offense	
	2. Defense	

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RIFLERY AND GUN SAFETY

INSTRUCTIONAL OBJECTIVES

1. To display basic gun safety, rules, laws, and etiquette
2. To demonstrate the individual skills unique to the various shooting positions in riflery and shotgunning
3. To identify the various rifle and gun activities and discuss the concepts of each

SAMPLE ASSESSMENT MEASURES

Student will:

1. Demonstrate proper safety procedures in loading a rifle with 100% accuracy
2. Demonstrate knowledge of safety and rules on a written test with 95% accuracy
3. Perform the activity of shooting in the prone position, using proper techniques of body alignment, breath control, sighting, loading, firing, and sight adjustment

When Taught	**Progression of Skills**	**Teaching Hints**
Grade 7-12	I. General Information	
	A. History	
	B. Safety	I.B. Emphasize safety during instruction of all individual skills. A student should be removed from the unit after *first* safety infraction. NRA Gun Safety Course is excellent to teach basic gun safety.
		Unit should be taught only when safe facilities are available. Commercial companies may be contacted for Air Gun Programs, equipment rental, etc. Some high school students would be more highly motivated by a pellet gun program.
	C. Laws	
	D. Selection, care, and use of equipment	

Riflery and Gun Safety

When Taught	Progression of Skills	Teaching Hints
Grade 7-12	II. Types of Rifle and Gun Activities	
	A. Competition	
	B. Recreation	
	C. Hunting	
	D. Protection	
	III. Individual Skills	
	A. Standing position	
	1. Stance	
	2. Shouldering	
	3. Body alignment	
	4. Sight alignment	
	5. Dry firing	
	6. Posting the firearm	
	7. Loading	
	8. Firing	
	9. Sight adjustment	
	B. Prone, kneeling, and sitting positions	
	1. Body alignment to target	
	2. Sling adjustment	
	3. Establishing shooting position	
	4. Breath control	
	5. Sighting	

Riflery and Gun Safety

When Taught	Progression of Skills	Teaching Hints
Grade 7-12	6. Dry firing	
	7. Loading	
	8. Firing	
	9. Sight adjustment	
	C. Shotgunning	
	1. Stance	
	2. Shouldering the gun	
	3. Aiming (swings)	
	a) Swing b) Lead c) Firing d) Follow through	
	4. Aiming (point shooting)	
	a) Establishing lead b) Point of aim c) Firing	

SKISH AND FISHING

INSTRUCTIONAL OBJECTIVES

1. To identify the types of equipment used in various fishing styles
2. To demonstrate safe usage of fishing equipment
3. To demonstrate the basic skills required to accurately cast a lure, using a selected rod and reel
4. To identify the state and local regulations governing sport fishing in a selected area

SAMPLE ASSESSMENT MEASURES

Student will:

1. List three types of rod and reel combinations and describe the specific uses of each
2. Demonstrate good form and safety in casting with a spinning reel
3. Identify the local sport fishes and their creel limits as regulated by local and state laws

When Taught	Progression of Skills	Teaching Hints
Any grade	I. Introduction A. Types of Equipment 1. Rods and reels a) Spin cast b) Bait casting c) Fly rod d) Spinning e) Surf rod f) Trolling rod 2. Lures a) Live bait b) Preserved bait c) Plugs d) Spinning e) Flys and poppers	1. Skills may be taught in the school and culminated by a field trip to local or nearby waters.

Skish and Fishing

When Taught	Progression of Skills	Teaching Hints
Any grade	B. Repair and maintenance of equipment	
	1. Cleaning	
	2. Oiling	
	3. Repairing ferrules and eyes	
	C. Line	
	1. Test (poundage)	
	2. Taper	
	3. Type	
	II. Safety	
	A. Hooks	
	B. Casting room	
	C. Boating	
	III. Individual Skills	
	A. Stance	
	B. Grips	
	C. Arm and wrist action	
	D. Release	
	E. Retrieve	
	F. Control	
	IV. Skish	
	A. Fly rod	
	B. Spinning	
	C. Bait casting	
	D. Surf casting (distance)	

Skish and Fishing

When Taught	Progression of Skills	Teaching Hints
Any grade	V. Tackle (miscellaneous)	
	A. Line	
	B. Sinkers	
	C. Hooks (size)	
	D. Floats	
	E. Leaders	
	F. Tools	
	1. Hook remover	
	2. Pliers	
	3. Scalers	
	4. Knives	
	G. Snaps and swivels	
	H. Tackle boxes	
	VI. Fishing	
	A. Planning	
	B. Safety	
	C. Local laws	
	D. Landing	
	1. Hand	
	2. Banking	
	3. Net	
	4. Gaffing	
	E. Cleaning and preserving	

Skish and Fishing

When Taught	Progression of Skills	Teaching Hints
Any grade	VII. Laws and Conservation A. Seasons B. Limits 1. Number 2. Size C. State and local laws D. Conservation of area	

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SPEEDBALL

INSTRUCTIONAL OBJECTIVES

1. To demonstrate the fundamental skills of kicking, throwing, and catching
2. To participate in a game of speedball and display the rules and strategy necessary for playing a selected position
3. To identify terminology and rules unique to speedball

SAMPLE ASSESSMENT MEASURES

Student will:

1. Demonstrate the individual technique of the one-foot kick up, using good form
2. Exhibit the skill necessary for team strategy while playing a selected position
3. Recall terminology and rules unique to speedball

When Taught	Progression of Skills	Teaching Hints
Grade 7-12	I. General Information	I. Introduce sport by showing its relationship to football, soccer, and basketball. Skills of kicking, throwing, and catching are used. Speedball should be taught after the soccer unit. It is an excellent cold weather game.
	A. History	
	B. Safety	
	C. Use and care of equipment	
	D. Rules	
	E. Terminology	
	II. Individual Techniques	
	A. Converting	II.A. Stress position and team play.
	1. Kick up — both feet	
	2. Kick up — one foot	
	3. Kick up — moving ball	
	4. Lift to teammate	

Speedball

When Taught	Progression of Skills	Teaching Hints
Grade 7-12	B. Drop kick	
	C. Punt	
	D. Dribble	
	E. Pass on ground	
	F. Place kick	
	G. Catching	
	H. Throwing (passes)	
	I. Footwork (pivot)	
	J. Guarding	
	K. Foot trapping	
	L. Blocking	
	M. Shooting for goal	
	III. Team Techniques	III. Offensive tactics
	A. Throw-in	Include those used in soccer, football, and basketball. Include drop-kick and touchdown pass as methods of scoring.
	B. Toss-up	
	C. Kick-off	Defensive tactics
	D. Out of bounds over goal line	Include those used in soccer, football, and basketball as applicable.
	E. Penalty drop-kick	
	F. Free kick	
	G. Position play	

TEAM HANDBALL

INSTRUCTIONAL OBJECTIVES

1. To demonstrate basic ballhandling skills and defensive moves in a game of team handball
2. To identify the court (field) markings and individual players
3. To demonstrate legal offensive and defensive tactics
4. To exhibit self-control when playing the ball and coordinating with teammates

SAMPLE ASSESSMENT MEASURES

Student will:

1. Demonstrate a ball catch, the limited dribble, and a pass to a teammate
2. Upon request of the teacher, state aloud the court markings
3. Demonstrate, in game play, his/her function in a man-to-man/zone defense.
4. Demonstrate agressive offensive play without intentional fouling

When Taught	Progression of Skills	Teaching Hints
Optional	I. Introduction to the Sport	
	A. Safety	
	B. Game description	
	1. Team size	
	2. Equipment and play area	
	3. Rules	
	II. Ballhandling Techniques	
	A. Throwing	
	B. Catching	
	C. Dribbling	II.C. No double dribbles permitted
	D. Jumping	II.D. No jumping to gain possession of the ball

Team Handball

When Taught	Progression of Skills	Teaching Hints
Optional	E. Running	II.E. Practice three steps with the ball.
	F. Shooting	II.F. Shoot for inside of the goalpost. Use low shots.
	III. Offensive Play	III. No stalling permitted
	A. Cutting	
	B. Screening	
	C. Pick plays	
	D. Court spacing of players	
	1. Back court	
	2. Circle runners	
	3. Wingmen	
	IV. Defensive Play	
	A. Obstructing an individual player	IV.A. Clarify two types of fouls.
	B. Defense against the free throw	
	C. Defense against the shooter	
	D. Man-to-man and zone defenses	IV.D. Constant communication is necessary.
	E. Goalkeeping	IV.E. Block shots. Catch only those thrown directly at the goalie. For more information, write or call Jayfro Corporation, P.O. Box 400, Waterford, Conn. 06385. Phone: (203) 447-3001

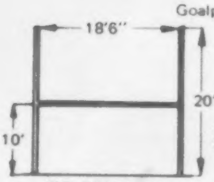
DIMENSIONS OF FIELDS AND COURTS

Diagrams of the fields and courts, listed below, with current dimensions, are found on the pages which follow.

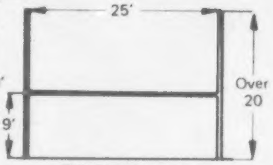
- Badminton — Singles and Doubles
- Basketball
- Broad Jump Takeoff Board
- Deck Tennis — Singles and Doubles
- Discus Circle
- Field Hockey
- Football — 6-Man and 11-Man
- Horseshoes
- Lacrosse
- Paddle Tennis
- Shot Circle and Stop Board
- Soccer
- Softball
- Table Tennis
- Tether Ball
- Volleyball

METRIC CONVERSIONS

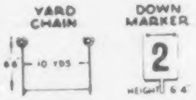
1 inch = 25.4 millimeters
1 inch = 2.45 centimeters
1 foot = .3048 meters
1 yard = .914 meters
1 mile = 1.609 kilometers
1 ounce = 28 grams
1 pound = .45 kilograms

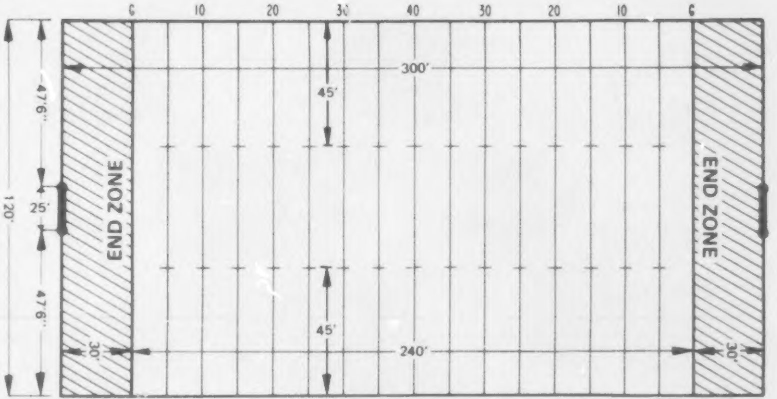

Goalposts
18'6"
20'
10'

FOOTBALL
(11 MAN)



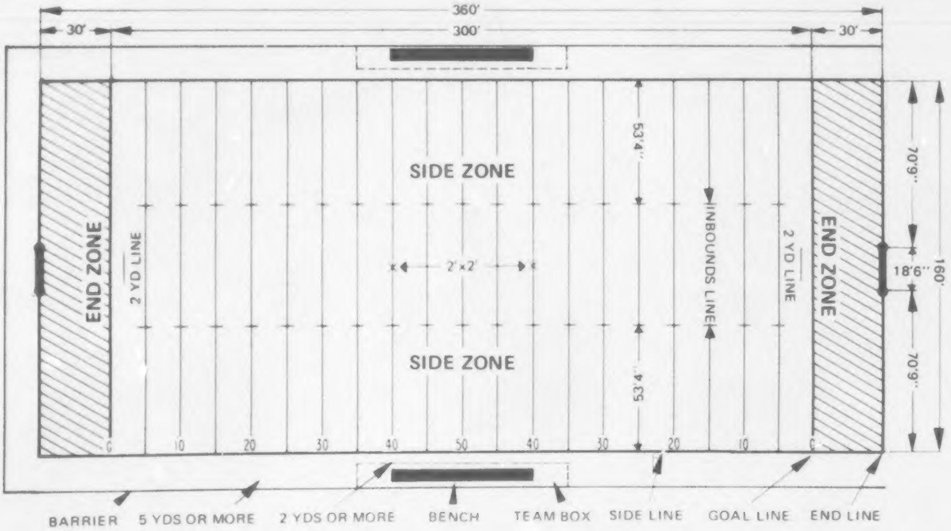
FOOTBALL
(6 MAN)


YARD CHAIN
6 6"
10 YDS
DOWN MARKER
2
HEIGHT 6 4"


G
10
20
30
40
30
20
10
G
300'
45'
47'6"
120'
25'
47'6"
END ZONE
END ZONE
45'
30'
240'
30'
GOAL LINE
GOAL LINE

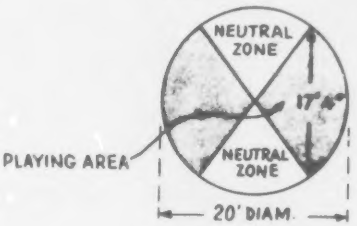
FOOTBALL
(6 MAN)

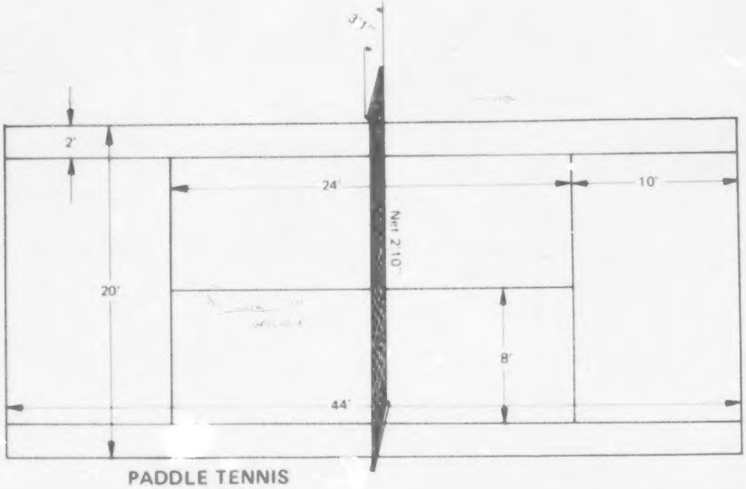
FOOTBALL
(11 MAN) MEASURE TO INSIDE EDGE OF BOUNDARY LINES


360'
30'
300'
30'
SIDE ZONE
53'4"
70'9"
END ZONE
2 YD LINE
2'×2'
INBOUNDS LINE
2 YD LINE
END ZONE
18'6"
160'
SIDE ZONE
53'4"
70'9"
G
10
20
30
40
50
40
30
20
10
G
BARRIER
5 YDS OR MORE
2 YDS OR MORE
BENCH
TEAM BOX
SIDE LINE
GOAL LINE
END LINE

TETHER BALL

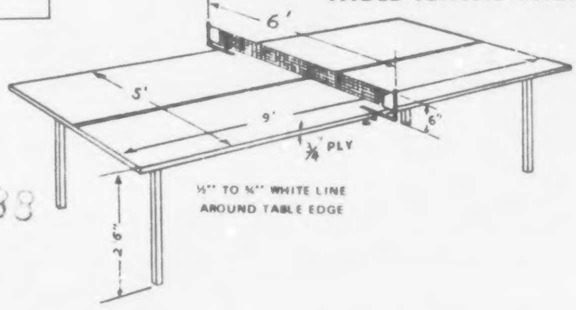
Court is circle 20' in diameter, with 10' pole in center. Locate two points 17'4" apart on circle and draw straight lines from each point through center of circle to opposite side of circle. Playing areas are triangles formed by the post and two points on circle.


NEUTRAL ZONE
17'4"
PLAYING AREA
NEUTRAL ZONE
20' DIAM.

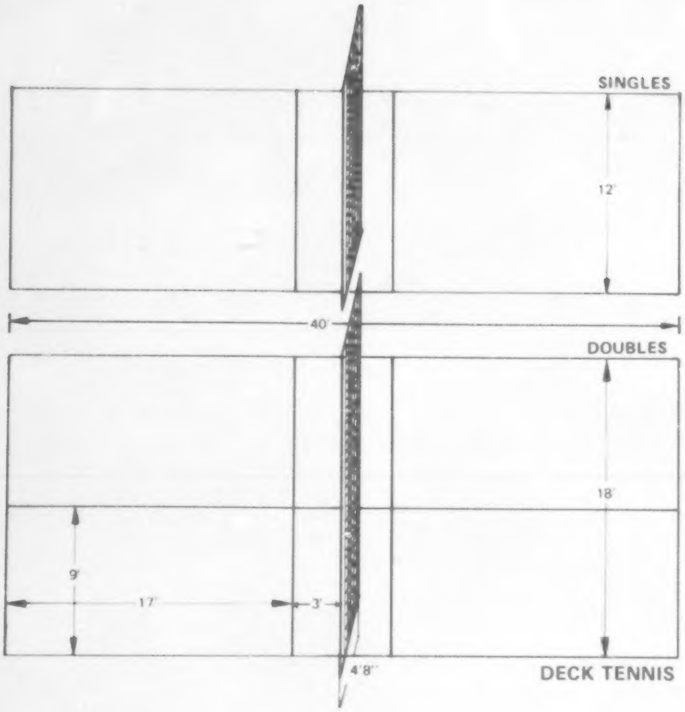

3'1"
2'
24'
10'
Net 2'10"
20'
8'
44'

PADDLE TENNIS
(BAT TENNIS)

TABLE TENNIS TABLE


6'
5'
9'
6"
¾" PLY
2'6"

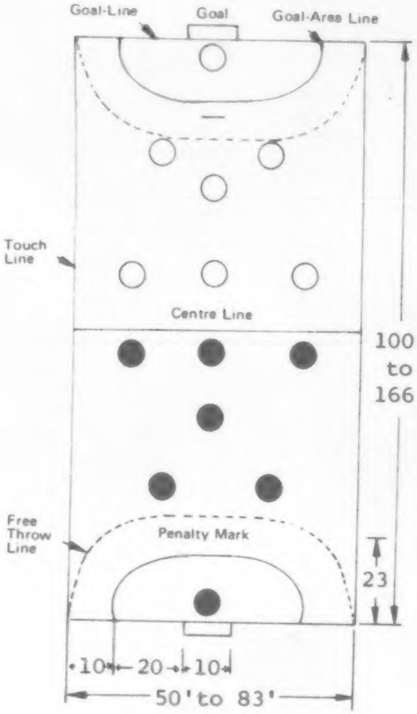
½" TO ¾" WHITE LINE AROUND TABLE EDGE


SINGLES
12'
40'
DOUBLES
18'
9'
17'
3'
4'8"

DECK TENNIS

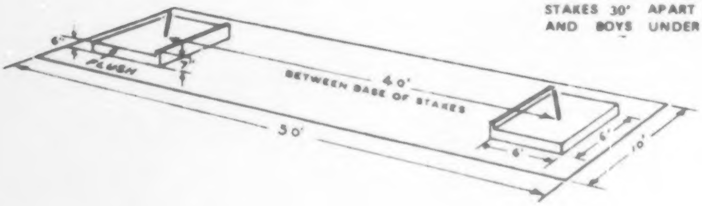
TEAM HANDBALL

OUTDOOR COURT PLAN


Goal-Line
Goal
Goal-Area Line
Touch Line
Centre Line
100' to 166'
Free Throw Line
Penalty Mark
23
10
20
10
50' to 83'

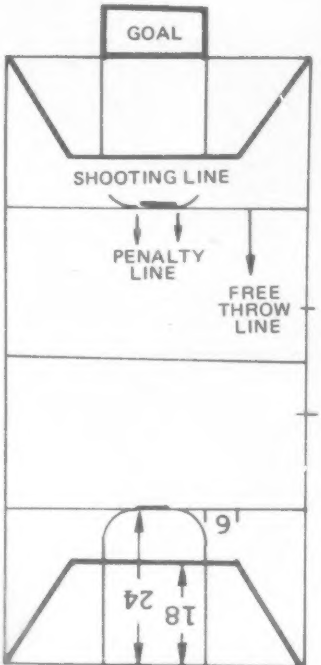
HORSE SHOES

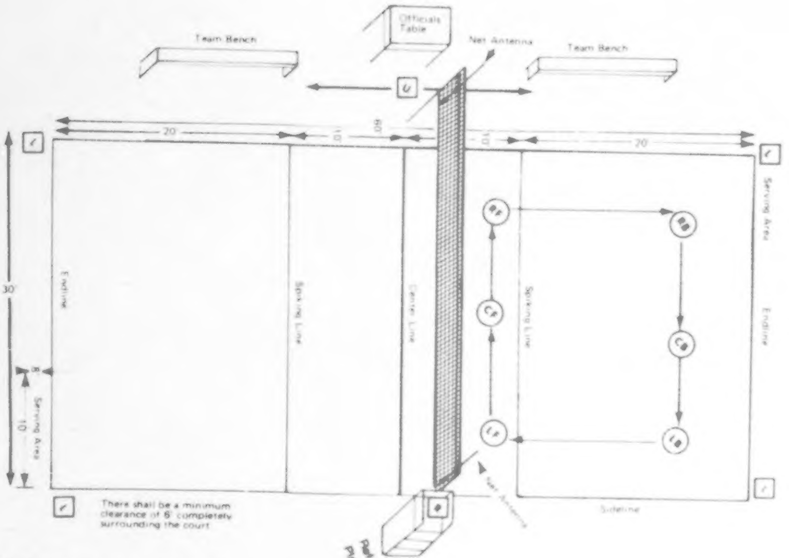
1" x 3' STAKES EXTEND 14" ABOVE GROUND AND INCLINE 3" TOWARD EACH OTHER. STAKES 30' APART FOR WOMEN AND BOYS UNDER 18 YEARS.


6"
FLUSH
7"
40'
BETWEEN BASE OF STAKES
50'
6'
6'
10'

TEAM HANDBALL

MEASUREMENTS FOR USE
OF A BASKETBALL COURT

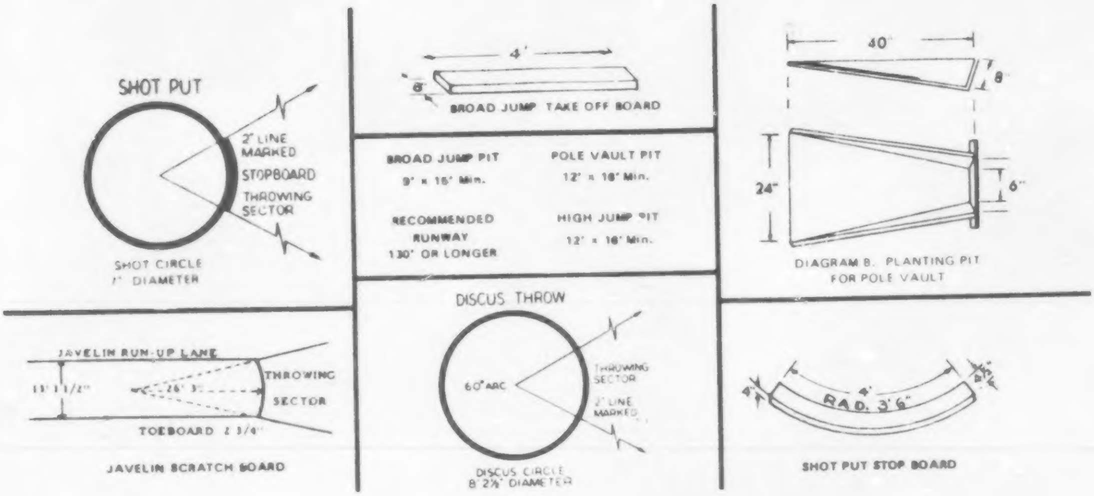

GOAL
SHOOTING LINE
PENALTY LINE
FREE THROW LINE
9'
24
18
GOAL

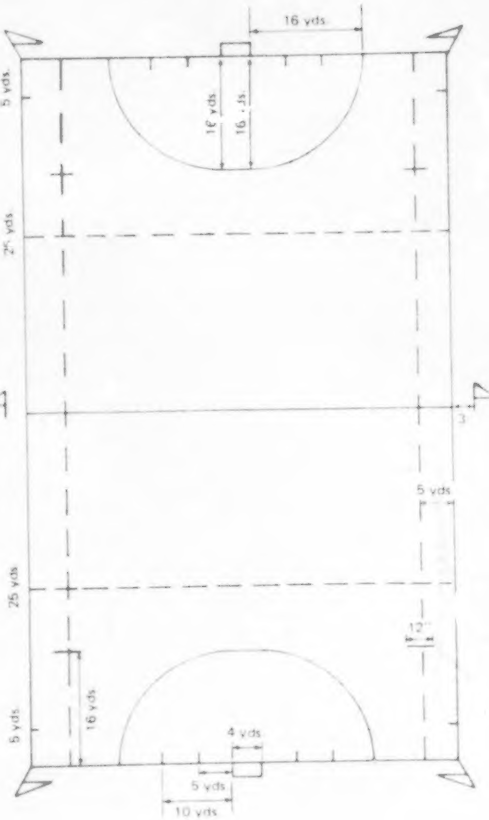

Officials Table
Team Bench
Net Antenna
Team Bench
20'
10'
60'
10'
20'
30'
Endline
Spiking Line
Center Line
Spiking Line
Endline
Serving Area
8'
10'
Serving Area
RF
RB
CF
CB
LF
LB
Net Antenna
Sideline
Referee's Platform

There shall be a minimum clearance of 6' completely surrounding the court.

VOLLEYBALL COURT

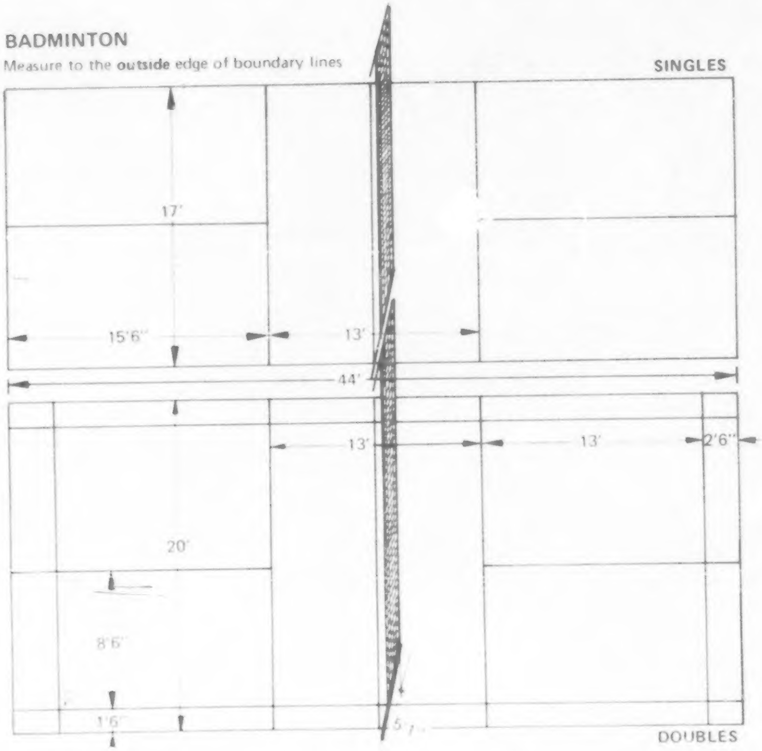
MEN'S NET HEIGHT–8'
WOMEN'S NET HEIGHT–7'4⅛"
Measure to inside edge of boundary lines.


SHOT PUT
2" LINE MARKED
STOPBOARD
THROWING SECTOR
SHOT CIRCLE 7' DIAMETER
4'
8"
BROAD JUMP TAKE OFF BOARD
BROAD JUMP PIT 9' x 16' Min.
POLE VAULT PIT 12' x 16' Min.
RECOMMENDED RUNWAY 130' OR LONGER
HIGH JUMP PIT 12' x 16' Min.
40"
8"
24"
6"
DIAGRAM B. PLANTING PIT FOR POLE VAULT
JAVELIN RUN-UP LANE
13' 1 1/2"
26' 3"
THROWING SECTOR
TOEBOARD 2 3/4"
JAVELIN SCRATCH BOARD
DISCUS THROW
60° ARC
THROWING SECTOR
2" LINE MARKED
DISCUS CIRCLE 8' 2½" DIAMETER
4'
4½"
4"
RAD. 3'6"
SHOT PUT STOP BOARD

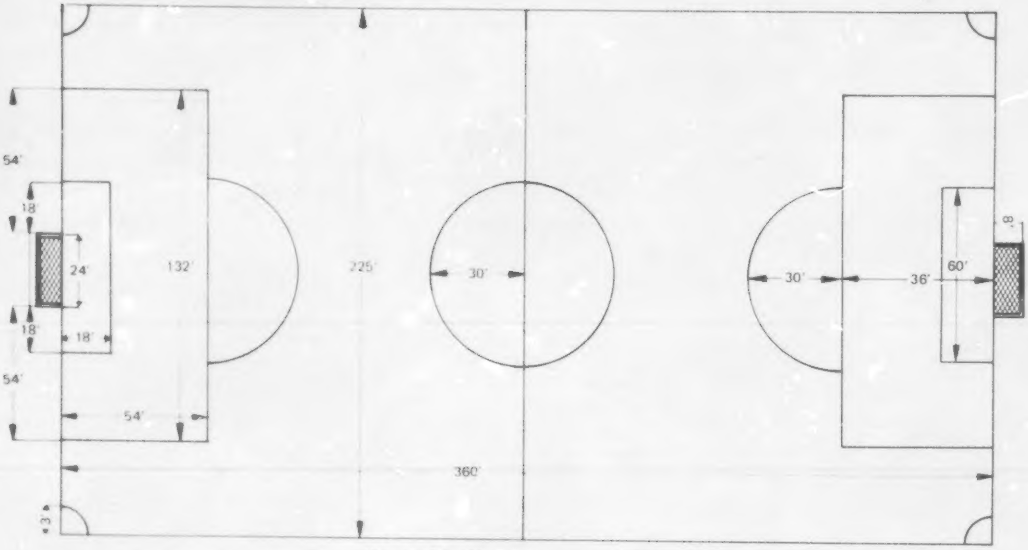

16 yds
5 yds
16 yds
16 yds
25 yds
50 yds
3
5 yds
25 yds
12"
5 yds
16 yds
4 yds
5 yds
10 yds

FIELD HOCKEY
HOCKEY FIELD DIAGRAM
Minimum Dimensions
150' x 270'

BADMINTON
Measure to the **outside** edge of boundary lines


SINGLES
17'
15'6"
13'
44'
13'
13'
2'6"
20'
8'6"
1'6"
5'1"
DOUBLES

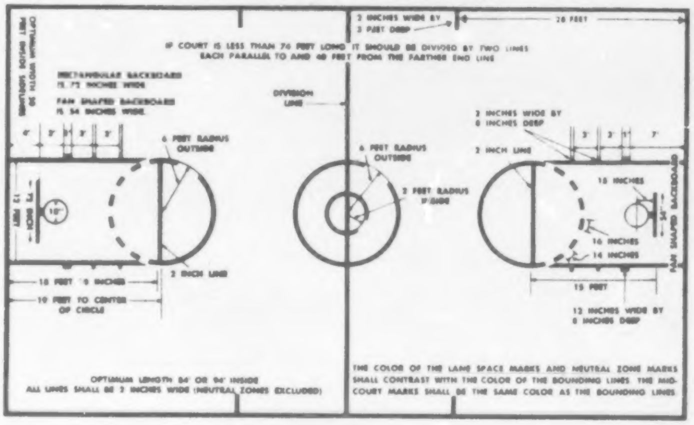
130


54'
18'
24'
18'
18'
54'
54'
132'
225'
30'
30'
36'
60'
8'
360'
3'

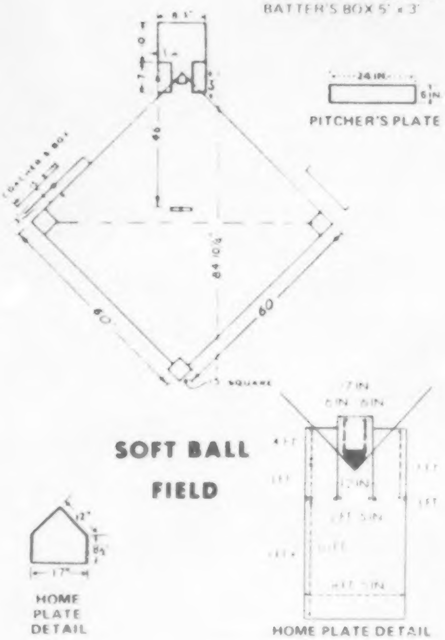
Minimum Size 195' × 330' Maximum Size 225' × 360'

SOCCER FIELD

BASKETBALL COURT DIAGRAM

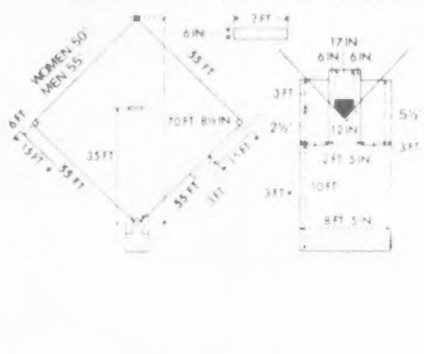

OPTIMUM WIDTH 50 FEET INSIDE SIDELINES
2 INCHES WIDE BY 2 FEET DEEP
28 FEET
IF COURT IS LESS THAN 74 FEET LONG IT SHOULD BE DIVIDED BY TWO LINES EACH PARALLEL TO AND 40 FEET FROM THE FARTHER END LINE
RECTANGULAR BACKBOARD IS 72 INCHES WIDE
FAN SHAPED BACKBOARD IS 54 INCHES WIDE
DIVISION LINE
2 INCHES WIDE BY 8 INCHES DEEP
4'
3'
1'
3'
3'
3'
3'
1'
7'
6 FEET RADIUS OUTSIDE
6 FEET RADIUS OUTSIDE
2 INCH LINE
2 FEET RADIUS INSIDE
15 INCHES
12 FEET
72 INCH
18"
54"
FAN SHAPED BACKBOARD
16 INCHES
14 INCHES
2 INCH LINE
18 FEET 9 INCHES
19 FEET TO CENTER OF CIRCLE
15 FEET
12 INCHES WIDE BY 8 INCHES DEEP
OPTIMUM LENGTH 84' OR 94' INSIDE
ALL LINES SHALL BE 2 INCHES WIDE (NEUTRAL ZONES EXCLUDED)
THE COLOR OF THE LANE SPACE MARKS AND NEUTRAL ZONE MARKS SHALL CONTRAST WITH THE COLOR OF THE BOUNDING LINES. THE MID-COURT MARKS SHALL BE THE SAME COLOR AS THE BOUNDING LINES.

SLO PITCH 12" Softball
BATTER'S BOX 5' × 3'

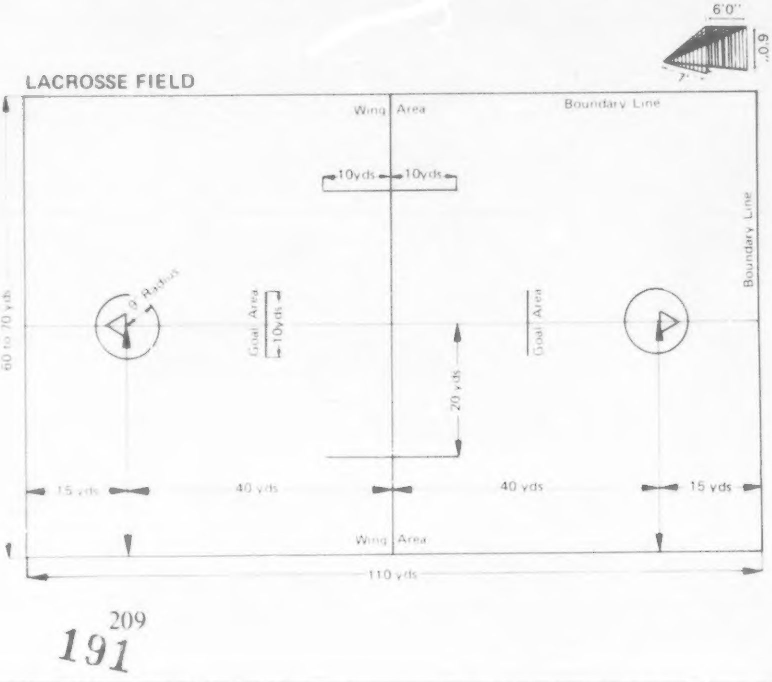

24 IN
6 IN
PITCHER'S PLATE
COACHER'S BOX
46
84 10¼
60
60
SQUARE
17 IN
6 IN 6 IN
12 IN
2 FT 5 IN
8 FT 5 IN
12"
8½
17"
HOME PLATE DETAIL
HOME PLATE DETAIL

SOFT BALL FIELD

SLO-PITCH 16'' SOFTBALL


2 FT
6 IN
WOMEN 50'
MEN 55'
55 FT
70 FT 8½ IN
35 FT
55 FT
55 FT
17 IN
6 IN 6 IN
3 FT
5½
2½
12 IN
3 FT
2 FT 5 IN
3 FT
10 FT
8 FT 5 IN

LACROSSE FIELD


6'0''
6'0''
7'
Wing Area
Boundary Line
10 yds
10 yds
Boundary Line
9' Radius
Goal Area
10 yds
Goal Area
60 to 70 yds
20 yds
15 yds
40 yds
40 yds
15 yds
Wing Area
110 yds

All court diagrams except badminton, deck & paddle tennis, football, lacrosse, soccer and volleyball reproduced by permission of Wilson Sporting Goods Co.

END